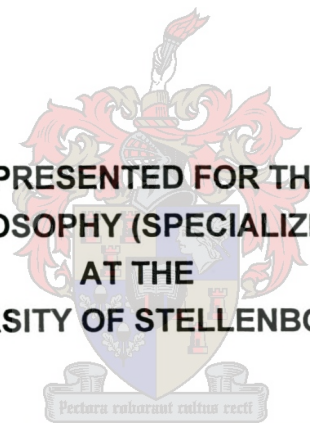
THE VIEWS OF EDUCATORS REGARDING INCLUSIVE EDUCATION IN NAMIBIA

ANDREW DIETRICH MöWES



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DECLARATION

I, the undersigned, hereby declare that the work contained in this dissertation is my own original work and has not previously in its entirety or in part been submitted at any University for a degree.

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SUMMARY

The move towards greater inclusion of learners with special educational needs into regular classrooms has resulted from a human rights perspective. This is based on the social justice approach of equal educational opportunities for all learners within the same classroom. The efficacy of this pedagogical change relies heavily upon educators' perceptions and views. Against this background, the study investigated the views of educators regarding inclusive education in Namibia.

To achieve the objectives, a quantitative research approach was used. Data collection methods included a literature review and a questionnaire. The questionnaire was administered to a stratified sample of 616 Namibian primary, combined and secondary school educators. The results of this questionnaire, have provided evidence that Namibian educators indeed hold a variety of views towards inclusive education.

Some of the major findings were the following:

- Namibia does not have a clear and implementable policy on the education of Namibian learners with special educational needs.
- The results showed that funds for education are not allocated in line with an explicit inclusionary policy.
- It is evident that the current curriculum being followed in regular schools is not suitable for learners with special educational needs.
- The results showed that the vast majority of educators educating in Namibian schools have never undergone any training in special needs education.

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- Results also showed that educators are in need of support service in the form of social workers, psychologists and therapists.
- The results further indicated that schools need to be modified in order to accommodate learners with special educational needs.

In view of these findings it becomes vitally important to address educators' views and concerns before inclusive educational policies are implemented.

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OPSOMMING

Die beweging na groter opname van leerders met spesiale onderwys behoeftes in gewone klaskamers (inklusiewe onderwys) het vanuit 'n menseregte-perspektief voortgespruit. Dit is gebaseer op die benadering van sosiale geregtigheid van gelyke opvoedkundige geleenthede vir alle leerders in dieselfde klaskamer. Die werkbaarheid van hierdie opvoedkundige verandering hang grootliks af van die persepsies en opvattings van opvoedkundiges. Teen hierdie agtergrond is die opvattings van opvoedkundiges jeens inklusiewe onderwys in Namibië ondersoek.

'n Kwantitatiewe navorsingsbenadering is gebruik ten einde die doelwitte te bereik. Data-insamelingsmetodes het 'n literatuuroorsig sowel as 'n vraelys ingesluit. Die vraelys is bedien aan 'n gestratifiseerde steekproef van 616 Namibiese primêre, gekombineerde en sekondêre skool opvoedkundiges. Die uitslag van die vraelys het inderdaad aangetoon dat Namibiese opvoedkundiges 'n verskeidenheid opvattings jeens insluitende opvoeding het.

Die volgende is enkele van die hoof-bevindinge wat gemaak is:

- Namibië beskik nie oor 'n duidelike en implementeerbare beleid rakende die onderwys van leerders met spesiale behoeftes nie.
- Fondse vir onderwys word nie ooreenkomstig 'n eksplisiete inklusiewe beleid toegewys nie.
- Dit is duidelik dat die kurrikulum wat tans in gewone skole gevolg word, nie geskik is vir leerders met spesiale behoeftes nie.
- Die oorgrote meerderheid van opvoedkundiges in Namibiese skole het geen opleiding in die onderwys van leerders met spesiale behoeftes nie.

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- Opvoedkundiges het 'n behoefte aan ondersteuning deur maatskaplike werkers, sielkundiges en terapeute.
- Skole moet aangepas word ten einde leerders met spesiale behoeftes te kan akkommodeer.

In die lig van die bevindinge is dit van kardinale belang dat opvoedkundiges se opvattings en besorgdheid aangespreek moet word alvorens insluitende opvoedkundige programme implementeer word.

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CHAPTER 1

CONTEXTUALISATION AND ORIENTATION OF THE STUDY

1.1 INTRODUCTION

It is commonly believed that education benefits most people and policies in most societies today are based on assumptions such as: education will help bring more equality of opportunity; it will create a more egalitarian society and it will enhance national development. Despite the belief that education benefits most people, Namibian society faces many challenges regarding the transformation of education. Restructuring education from a system that was characterized by disparities, inequities and tensions, to a system that brings equity as well as quality to the education of all learners, is a daunting challenge. It has been argued that there is a need to examine the social and political processes that operate within education systems that exclude learners and to question issues of human rights, social justice, and equality of opportunity. However, it has also been argued that equity cannot be achieved without changes in the quality of education: changes which affect the actual process of what goes on daily in the classrooms and homes of our society (Lazarus and Donald, 1994; Donald, 1996; Donald, Lazarus and Lolwana, 1997). In particular, in that quest for quality, we have to see and deal with social issues and special needs in education as part of a broader set of developmental challenges; challenges which relate to our society as a whole, as well as to education itself. The broadest of these challenges goes beyond a narrow view of education, but certainly has a profound effect on it. This challenge encompasses the full extent of social reconstruction, which has deeply significant effects on the development of all learners (Burman

and Reynolds, 1986; Dawes and Donald, 1994). Contextual disadvantage, social problems and special educational needs directly influence the effectiveness of any education system as a whole. These issues may seem to be beyond the control of educators, but in fact educators need to be acutely aware of them, and recognize their effects on teaching itself. Furthermore as educated and socially responsible professionals, educators do have specific roles to play in social and educational reconstruction (Donald and Lazarus, 1994; Skrtic, 1995; Donald, Lazarus and Lolwana, 1997; Muthukrishna, 2000). According to Morrow (1994:28) *educators are change agents in any schooling system, and reconstruction of education will require educators to discover or rediscover their responsibilities*.

In terms of the Namibian Constitution (Constitution of the Republic of Namibia, Article 20 (a)) and the quest for providing quality education, it is our obligation to meet the developmental and educational needs of all learners in a way that is as inclusive as possible. The right to education is now established as a fundamental human right in Namibia. In general, this means that Namibians cannot exclude from their concern regarding education any barriers to learning, which arise out of contextual disadvantage, social problems, and individual difficulties in learning. From this perspective a core task in the reconstruction of the education system is to maximize participation for all through minimizing all barriers to learning. The development of a pedagogy of inclusion is a key element, as inclusion can be seen as the core of whole school improvement and quality education and should be viewed as a means by which "education for all" can become a reality (Jensen and Schnack, 1994; Clark, Dyson and Millward, 1995; Fulcher, 1995; Skrtic, 1995; Booth, 1996; Sebba and Ainscow, 1996; Dyson, 1997(a); Clark, Dyson, Millward and Skidmore, 1997; Slee, 1998; Barton, 1997, Booth and Ainscow, 1998, Engelbrecht, 1999; Booth, 2000(a); Booth, 2000(b); Muthukrishna, 2000; Oliver, 2000).

At the centre of inclusive education, which results in the healthy development of whole, competent, and confident persons and empowers all, and not only some, is the need to change views, values, understanding, and actions of individual

people – parents and members of the community, learners, and professional educators (Engelbrecht, 1999). What needs to be examined is what people in general, and educators in particular, believe about themselves and what they are involved in; what they think and why they think it; and what they do, how they do it, and why they do it.

1.2 BACKGROUND INFORMATION TO THE STUDY

In many countries, especially in countries such as Namibia, where the economic resources are limited and the geographical distribution of people is uneven, there is stiff competition for education support services such as special classes, and resource educators and counseling services. Priorities set by pressure groups in government as well as pressure groups in the community are often determined by the size and strength of particular groups in that specific community. Among the least powerful groups in society are those who have special educational needs and those who lack education, either because they do not have access to education or because they cannot participate successfully under the prevailing conditions.

According to Miron (1994), learners with special educational needs account for between 10% and 15% of the world's school-going population. However, in most developing countries, this number is estimated to be far greater than 10% (Wiesenger-Ferris, 1989). One reason is that the number of learners with special needs caused by intrinsic factors is likely to be much higher under conditions of poverty and social disadvantage. Under these conditions several research studies have indicated how health and safety factors cause substantially greater risks for the development of physical, sensory, neurological and cognitive disabilities and difficulties in learning than in developed countries (Donald, 1994). A second reason is that all those learners who experience the need for special educational support because of extrinsic factors (such as poverty, emotional neglect, political instability and under- and unqualified educators) also have needs, which are "special" in the sense that the general education system is too

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inflexible to address these needs. In fact, the current educational services provided, only reach a fraction of the learners with special educational needs in most developing countries such as Namibia and South Africa (NEPI, 1992; MEC, 1993). It should also be recognized that there is a dynamic interaction between the numbers of learners with special educational needs caused by intrinsic factors who also happen to be socially or contextually disadvantaged. If the goal of quality education is to be realized and achieved, the needs of this group must be addressed.

In recent years, an awareness and willingness to achieve "Quality Education" has won acclaim. This goal has been formulated and agreed upon at international conferences such as the World Conference on Education for All in Jomtien (UNESCO, 1990) and the World Conference on Special Needs Education in Salamanca (UNESCO, 1994) and has been adopted by a number of international organizations. Many countries have developed plans and set national goals consistent with the international target of providing all learners with quality education by the year 2000.

In Namibia, educational reforms and policies have been initiated, aimed at broadening and diversifying the scope of education and enabling as many learners as possible to benefit from the system. Article 20 of the Namibian Constitution (Constitution of the Republic of Namibia, Article 20) supports Article 28 of the Convention on the Rights of the Child by explicitly recognizing the right of all children to education (United Nations, 1989). Primary education is compulsory to graduation, or to the age of sixteen, whichever comes first, and the state is obliged to provide adequate facilities free of charge. The key policies of the Government to achieve Constitutional guarantees for quality education are presented in the 1992 Statement: *Toward Education for All*, which establishes goals of access, equity and quality. However, despite the innovations that have been introduced and improved educational facilities, many learners do not complete their schooling and are forced out of school prematurely for one or another reason (Möwes, 1997). Similar findings have been reported in other developing countries. Currently, fewer than two-thirds of the learners who start

primary school in developing countries complete the four-year basic education that is usually required in order to develop reading and writing skills (UNESCO, 1993). Indicators from a number of developed countries also show that dropout and non-attendance are increasing, and the number of adult illiterates is increasing (Miron, 1994). In addition, Miron (1994) found that less than one percent of all learners with special educational needs are receiving special educational services in most developing countries. It is thus evident that the expansion of traditional separate provision for learners with special educational needs to provide for even 10% of the existing needs is not feasible within the near future. The enormous amount of human and financial resources required to provide traditional special education services in developing countries leads one to conclude that further plans or attempts to pursue this represent mere token gestures, rather than serious intentions to address the problem at hand.

As a result, the values and assumptions underpinning current education practices, in particular exclusionary concepts and concepts relating to normative assessment that locate learning and other difficulties within the individual, as well as separate special schools, have been questioned. Booth, Ainscow, Black-Hawkins, Vaughan and Shaw (2000) and Muthukrishna (2000) argue that a range of needs exists among learners and within education systems that must be met if effective learning and development is to be provided and sustained. With an inadequate general education infrastructure and marginal provision for specialized education, it follows that the Namibian education system is in a crisis situation, particularly regarding learners with special educational needs. Traditional methods of schooling are not likely to make a large impact in the resolution of this crisis, as a large number of those not enrolled or those who are dropping out have special educational needs that are not being met. In order to meet the special educational needs of learners who are "at risk" owing to disabilities or disadvantages, qualitative and quantitative improvements must be made based on a better understanding of these learners and their particular needs. It is only through understanding the complex relationship of individuals to family, peers, classroom, school, community and the social system as a whole, and how these influences interact, that these problems and the resulting special

needs can be effectively addressed.

Within education, many learners with special educational needs are seen as needing to be removed to separate classes, schools, or other institutions. In fact, many educational decision-makers and practitioners traditionally feel that these learners are not their responsibility, but rather the responsibility of special education services or institutions. In the context of Namibia, and most other developing societies, this perception is neither accurate nor practical. In terms of accuracy, the extent of poverty and disadvantage in a developing society such as our own, creates social issues, problems and special needs, which do not relate to a small minority of learners. Looked at broadly, social issues such as contextual disadvantage and its effects may be said to touch almost all learners in some way or another (Kriegler, 1989; Skuy and Partington, 1990; Donald, 1993; Donald, Lazarus and Lolwana, 1997). Practically, addressing contextual disadvantage, social problems, and special needs cannot be seen as separate from addressing developmental issues in education as a whole. Ultimately, unless we are concerned with quality education and with promoting the healthy development of all learners within a context of healthy classrooms, schools, and community relationships, we cannot begin to "cure", let alone prevent, the contextual disadvantage, social problems and special needs about which we are concerned.

This has given rise to a debate in Namibia about including into regular schools those learners who are currently enrolled in special schools. Internationally, it is agreed that it is desirable to include learners, keeping separate provision to a minimum. Viewing learner diversity as part of the reality of each classroom and being able to accommodate each learner as a fully participating member of the learning community are believed to be further prerequisites for quality education. In Namibian schools, many learners with special educational needs are already in regular schools without their special needs being recognized. It is important that these learners be recognized and be supported in order to realize and achieve the goal of quality education for all.

Inclusive education settings are viewed as a strategy to maximize learning for all learners and a means by which the goal of quality education for all can be realized. However, core components and factors, which affect and influence the development of inclusive education, need to be explored critically. One such factor and major argument that has often been used in the debate about the inclusion of learners with special educational needs by both proponents and opponents of the idea, has been the views of educators towards the inclusion of learners with special educational needs. The underlying hypothesis of this line of thought, underscored by research, has been that the effectiveness of any programme is dependent on the views of the individuals involved in the implementation of this programme (Westhood, 1993; Hasazi, Johnston, Ligget and Schattman, 1994). Individuals will only invest their effort if they like such a programme and if they think it is going to be effective. Ensuring the successful implementation of a new programme requires commitment (Firestone and Pennel, 1993). There appears to be a strong connection between views and commitment to a practice. Forlin (1995) states that commitment to a programme of inclusion may be a reflection of an educator's underlying beliefs about the philosophical base upon which inclusion is grounded, and his/her appraisal of the circumstances surrounding its implementation. Educators' views towards a changed education system may serve as the impetus for, or the impediment to, the successful implementation of inclusive education in Namibia.

1.3 STATEMENT OF THE PROBLEM

Namibia places great emphasis on achieving its overall national development goals through educational transformation. But many educational restructuring reports published in recent years, including inclusive education, tend to be influenced by politicians, researchers and other "stronger" voices with very little input from practising educators themselves.

Examining views about inclusion is essential, because previous studies have linked these views to the implementation of inclusive educational practices

(Anders and Evans, 1994; Miller, Manhal and Mee, 1991; Stoiber and Houghton, 1993). Specifically, the views of educators may determine whether and how inclusive approaches involving learners with special educational needs are implemented. Information about views is needed to provide a framework for interpreting the actions and reactions of persons integral to inclusion. There is limited information related to the views of educators towards inclusive education in Namibian schools. This lack of information can limit the development and delivery of in-service programmes to support educators to work effectively with learners with special educational needs. Research related to the views of educators towards inclusive education can be used to improve the development and delivery of in-service and pre-service educator programmes that can assist educators to work more effectively with learners with special educational needs within regular schools. Thus, the focal point of this investigation is to examine the views of educators towards inclusive education in Namibia.

1.4 RESEARCH QUESTIONS

The research will be guided by the following questions in order to address educators' views towards inclusive education:

1. What is the situation regarding education for learners with special educational needs internationally and what key roles do educators play in recent developments?
2. What is the situation in Namibia regarding inclusive education and what are the practical implications of the possible implementation of inclusive education in Namibia?
3. What are educators' views towards inclusive education in Namibia with regard to, for example, the following issues:
    - Funding
    - Curriculum
    - Teacher Education
    - Support Services
    - Parent involvement

- Competence
- Who should be included
- Academic and social development

1.5 OBJECTIVES OF THE RESEARCH

Any study that deals with issues that may affect educators in a school system is important. This study attempts to provide some information on how educators view inclusive education in Namibia. It is hoped that the study will provide information that may be valuable theoretically and practically.

Theoretically, it is hoped that the study will show that in a society where there are inclusive schools, learners will have more opportunities to learn, will make greater progress in academic skills, that the stigma associated with segregated educational environments will be avoided, and that there will be an increased acceptance and appreciation of diversity, improved communication and social skills, increased moral and ethical development, the creation of friendships and increased self-esteem amongst learners.

On a practical level, the study may reveal some helpful information regarding policy formulation and implementation by investigating the views of educators regarding inclusive education itself. Information on the views of educators regarding inclusive education can be used to improve the development and delivery of in-service and pre-service educator programmes that can assist educators to work more effectively with learners with special educational needs within regular schools.

The world of knowledge will benefit in more than one way. Firstly, more light will have been shed on the views of educators towards inclusive education in an African context. Secondly, the findings of this study, it is hoped, will act both as a provocation and a springboard from which other researchers could carry out further investigations into the views toward inclusive education and other related areas.

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1.6 THEORETICAL FRAMEWORK

1.6.1 Introduction

Engelbrecht (1999) contends that most educational discussions on inclusion concentrate on the efficiency of practical matters of educational organization and practice, such as the curriculum, teaching method and attitudes in the school or individual systems, without taking into account the broader dimension to inclusion, which transcends these narrow school- or individual-based considerations. It is the wider notion of inclusion in society, in contrast to the individual ethics of earlier years, that has shaped the movement towards inclusive education. With reference to this argument, it is vital to adopt a theoretical basis, which does not only refer to education, but also to social life in general. An ecosystemic approach could be useful in this regard. This approach is based on an adaptation of some of the principles of the general systems, ecological theories and systemic thinking (Von Bertalanffy, 1950; Bateson, 1972) where the movement towards inclusive education is understood by means of contextual analysis and synthesis (Engelbrecht, 1999). This approach concerns the treatment of an educational system in its unique and particular context, while at the same time understanding it in the form of its inter-dependence and inter-relationships with other levels, such as societal and education system levels (Jordaan and Jordaan, 1998). Furthermore, this approach infers that the subject area under study is understood by examining the whole and seeking understanding from the many interrelated facets. Von Bertalanffy (1950: 143), in his formulation of a systems approach, argues that the generally acknowledged central position of system theory is the concept of "wholeness". He stresses the need to study not only isolated parts and processes of organisms or systems, but also the operation of the whole and in particular to consider ways in which parts and processes interact. Von Bertalanffy (1975:6) states: *As a consequence it is not sufficient to study isolated parts and processes, since the essential problems are the organizing relations that result from dynamic interaction of those parts.*

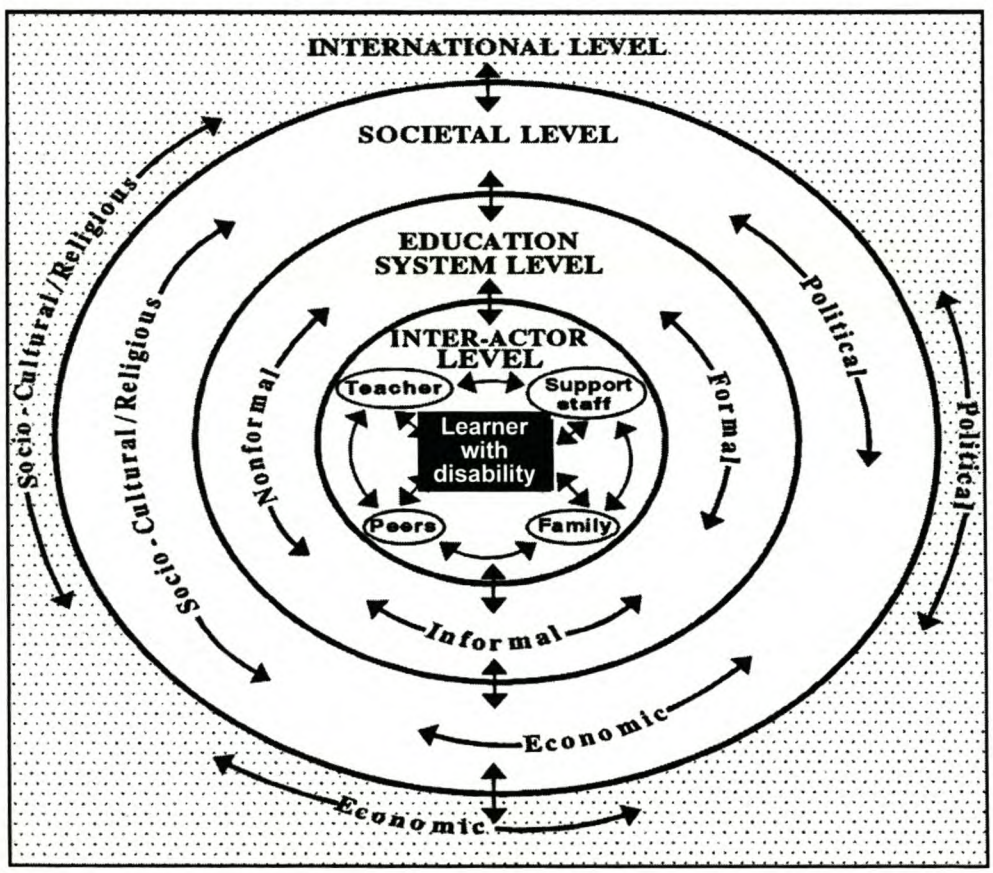
Furthermore, in the context of this study, an ecosystemic perspective has much relevance to:

- understanding the development of learners in more holistic (Tyler, 1992) and interactive (Bronfenbrenner, 1979) terms;
- understanding classrooms and schools by viewing these systems within the social context (Plas, 1986; Van der Hoorn, 1994); and
- understanding how the origins, maintenance and solutions to social problems and special needs cannot be separated from the broader context and systems within it (Apter, 1982; Hobbs, 1978; Donald, *et al.*, 1997).

There are many ways in which these facets can be represented. Figure1.1 represents one way of viewing these facets.

FIGURE 1.1

THEORETICAL FRAMEWORK



(Miron, 1994:28)

It is assumed that this framework will lead to a better understanding of the requirements, context and process of educational provision for learners with special educational needs and that it explains the intertwined nature of the many dimensions affecting such provision either directly or indirectly from the micro to the macro levels. Furthermore, this model is built according to the rules of contextualisation, which leads to the understanding of human experience and behaviour as fully as possible. This also provides a basis for critical reasoning and empathic openness. Jordaan and Jordaan (1998: 42-51) explain these rules as follows:

> *A context is a prerequisite for understanding experiences, behaviour, phenomena and problems. Experiences, behaviour, phenomena and problems can occur in more than one context. If experiences, behaviour, phenomena and problems can occur in more than one context, it means that such experiences, behaviour, phenomena and problems can be described in different, but equally valid ways. The relationship between lesser context and the larger context (context of the whole) is based on the interdependence of the parts and the whole, from which a specific pattern or organization emerges. The interdependence of lesser context (parts) and the larger context (whole), and the pattern or organization that emerges from it, form a contextual spiral.*

According to these rules of contextual analysis and synthesis, it follows that an understanding of the context is the first step towards understanding the movement towards inclusive education (Engelbrecht, 1999).

This representation is based on the idea of the learner with special needs in an interactive relationship with different levels of organization in the social context. Each of these levels can be seen as interacting with (influenced and being influenced by) other levels within the total ecological system (Donald, *et al.*, 1997). At individual or inter-actor level, changes are shaped and maintained by the immediate educational system, and by the society at large. The societal level shows macro relationships by direct and indirect interaction among political,

socio-cultural and economic dimensions in a given society, as well as with the education system and individual or inter-actor level. Further, the model is placed within the international setting because today – more than ever before – the inter-dependence among nations is becoming more apparent and more difficult to overlook.

1.6.2 From theory to principles of inclusive practice

An ecosystemic approach provides the framework and perspective within which this research will be conducted. It is clear from the above framework that barriers to learning may exist at any level of the system. Inclusive education is concerned with identifying all forms of exclusion and barriers to learning within national policies, educational institutions and societies. This has implications for inter-sectoral collaboration and it requires everyone involved in supporting learning, at whatever level, to identify and respond to the priorities for development as they exist locally. This reconceptualisation suggests that significant progress towards schooling that accommodates learner diversity, is dependent upon a realization that the difficulties that learners experience come about as a result of how we choose to organize schools and the forms of teaching that are provided. Skrtic (1991) argues that learners with special needs are the products of the traditional curriculum. The way forward must be to focus on improving and reforming schools and in so doing develop forms of teaching that respond positively to learner diversity.

Muthukrishna (2000) suggests that a dynamic relationship exists between the learner, the centre of learning, the broader education system, and the social, political, and economic context of which they are all a part. This is particularly relevant in Namibia where inadequate facilities, inadequate educator development, poverty, and other social and political factors, impact on the learning process. In order to address special needs, the focus has to be on the development of the education system so that it recognizes and responds to diversity in the learner population rather than merely focusing on supporting

individual learners. This stresses the need for a paradigm shift from a reductionistic focus on "learners with special needs" to identifying and addressing barriers to learning and participation within an ecosystemic framework. Thus, this shift leads to an alternative way of understanding special needs, acknowledging differences between individual learners and their contexts as both real and significant. However, it does not view these differences alone as adequately accounting for the failure of learners within regular schools. Rather, it is the failure of those school systems to respond with sufficient insight and flexibility to learners' needs within their own contexts that results in educational failure. Since inclusion within an ecosystemic framework sets particularly high store by the values of social integration, non-segregation and participation in a common curriculum, it follows that the appropriate response to educational failure is to interrogate and reform school systems rather than the individual characteristics of learners (Ainscow, 1994; Dyson, 1990b; Skrtic, 1991a). This response is consistent with an ecosystemic and developmental approach to understanding problems and planning action. It is also consistent with new international approaches that focus on providing quality education for all learners (Muthukrishna, 2000). Viewing learner diversity as part of the reality of each classroom and being able to accommodate each learner as a fully participating member of the learning community are believed to be prerequisites for quality education. These prerequisites will consequently involve a change in views so that all educators, parents and other professionals move away from thinking that problems in classrooms and schools arise from the difficulties of individual learners. It is thus clear that inclusive approaches are based on sets of beliefs, views and values as well as on pedagogical knowledge and skills. Negative views and erroneous general beliefs remain among the greatest obstacles to inclusion. In quite a number of studies the views of educators towards educating learners with special needs have been put forward as a decisive factor in making schools more inclusive (Hegarty, 1994). The way in which educators implement inclusion in the classroom largely depends on their views towards learners with special needs and on the resources available to them. As Fiedler and Simpson (1987) have suggested, successful inclusion depends on the altering of views towards learners with special needs. At the inter-actor or individual level, this will

mean educators have to develop strategies and activities that will help learners in regular education to understand and accept their peers who have special needs. At societal level, inclusion means accepting people with special needs as being capable of integrated living. As such, it is recognized that the educators fulfil a number of different but critical roles in relation to the different groups of people with whom they work at the various interacting levels, such as learners, parents, peers, and the society. In order to fulfil these roles effectively, educators need to have a range of competencies that encompass positive views, knowledge, skills and values. Indeed, amongst the most challenging of the principles to be derived from systemic thinking are those related to a changing view of the educator.

1.7 CLARIFICATION OF CONCEPTS AND TERMS

The concepts and commonly utilized terminology in the field of special education have been evolving over time in line with changes in the perception of persons with special needs and the forms of services available to them. Nevertheless, it is important to note that the choice of definitions often presents problems – even within single countries. This difficulty, of course, multiplies when terms are used across borders and languages in the international context. In the following pages, the concepts and terms relevant to this study will be defined.

1.7.1 View

According to the Oxford English Dictionary (Simpson and Weiner, 1989:620) the term "view" refers to a particular manner or way of considering or regarding a matter or question; a conception, opinion, or theory formed by reflection or study. In another definition given in the Oxford English Dictionary (Simpson and Weiner, 1989:620) a view is defined as an opinion, idea, or theory, of an individual or speculative character, held or advanced with regard to some subject.

For the purpose of this study the word "views" refers to the opinions of educators

teaching in Namibian primary and secondary schools regarding the inclusion of learners with special educational needs into regular classrooms.

1.7.2 Special education

Special education is a form of education provided for those who are not achieving, or are unlikely to achieve through regular educational provision, the levels of educational, social and other attainments appropriate to their age, and which had the aim of furthering their progress towards these levels (UNESCO, 1983:13).

This definition recognizes the relativity of the concept of special education in relation to the general educational resources available in a given community. Special education has in general had two overall aims: it is compensatory with respect to the efficacy of schooling, and it is designed to enable young persons with disabilities and handicaps to acquire, at as normal a pace as possible, the knowledge and skills imparted by general education for others of the same age group within a particular country. Yet, the aim of providing education at a normal pace is often complicated by sensory or mental disabilities, or extensive educational barriers resulting from the disability. Special education thus attempts to overcome these difficulties by resorting to particular teaching techniques and methods, and by adapting teaching/learning instruments specific to the needs of the learners in a separate special educational setting. Separate special classes or special schools were and are still being viewed by some as possessing the following advantages: low educator-learner ratios, specially trained educators, greater individualization of instruction in a homogeneous classroom, and an increased curricular emphasis on social and vocational goals (Johnson, 1962).

The definition of special education as something additional to general education encourages the assumption that most individuals form a homogeneous "normality". Therefore, for some, the purpose of special education has been to make those who benefited from it resemble as much as possible the so-called

"normal" individuals. Such an approach or outlook is thought to diminish the deficiencies of those viewed to be handicapped. This has been referred to as a defectological or orthopaedagogical approach (Miron, 1994). Special education can often be considered of most relevance in systems where the form of schooling is most rigid and constraining, i.e. where the levels and grades are strictly defined and related to age, and where academic testing and marks determine placement and advancement.

Learners with special educational needs are taught either in separate special schools or in special classes in regular schools. These learners are thus excluded from the general education. They are not exposed to full life experiences amongst their peers. Special curriculum and teaching strategies are used in a special school to help these learners to overcome their special educational needs so as to fit in with society as best as they can.

1.7.3 Learners with special educational needs (LSEN)

For the purpose of this study learners with special educational needs include, amongst others, learners from various socio-economic groups, those affected by war and environmental degradation and change, learners who are victims of abuse and violence, street children, children being brought up outside of their own families, children in abusive forms of child labour, learners with disabilities, girls in situations where their education is regarded to be less important than that of boys, learners affected by HIV/AIDS or other chronic illness, nomadic learners, learners from oppressed groups and subjected to racism or other forms of discrimination, girls who are pregnant or have young children, learners whose home language is different from the language of instruction (Donald, 1993; Botha, 1994; UNESCO, 1994; Booth, 2000; Dyson, 2001).

1.7.4 Inclusive education

Over the last 20 to 30 years, researchers and educationists have attempted to revise the special needs debate around notions of normalization, mainstreaming, integration, inclusion and inclusive education.

1.7.4.1 Normalization

The concept was first formulated in the Nordic countries (Nirje, 1969) and later developed in the United States (Wolfensberger, 1972). The concept of normalization emphasizes that adults and children with disabilities should have the same social interactions and experiences as those of the rest of society.

1.7.4.2 Mainstreaming

Mainstreaming is an educational term that provides learners with special educational needs the opportunity to be placed in a regular class based on the learner's ability to keep up with work assigned, with some modifications. Instructional support and related services are typically provided outside of the regular education setting (Aefsky, 1995). In this approach, it is accepted that the learner will adapt to the demands of the class (Engelbrecht, 1999).

1.7.4.3 Integration

Integration is a term popularized in the 1980s, and used to indicate the placement of a learner with special educational needs either in a special class, in a typical school or in a mainstream classroom where the learner could participate in some activities with peers without special educational needs, e.g. art, and music, and library, and assembly programmes (Aefsky, 1995; Kisanji, 1999).

Integration calls for specialized support in the regular school for exceptional learners, mainly those traditionally labelled as disabled, through such practices as withdrawal, remedial education and/or mainstreaming (Ainscow, 1995).

1.7.4.4 Inclusion

There is probably, not one commonly accepted notion of inclusion. Dyson (2001) refers to a range of "varieties": inclusion-as-placement, inclusion-as-education-for-all, inclusion-as-participation and social inclusion. Each of these varieties has its own definition of what it means to "be included", its own target group(s) for inclusion, its own implications for societies, communities and schools and its own vision of an "inclusive society". Inclusion can in fact be defined as simply a set of broad principles of social justice and resultant educational equity and school responsiveness. The task of educational policy-makers and practitioners, therefore, is to interpret these broad principles in the light of particular contexts and local circumstances.

1.7.4.5 Inclusive education

Inclusion-as-education-for-all can be described as educational policies and practices that uphold the right of all learners (including those with special educational needs) to belong and learn in regular education classrooms. Inclusive education means:

- a commitment to building a just society by a more equitable education system; and
- a conviction that extending the responsiveness of regular schools to learner diversity (and particularly, to marganalised groups of learners) offers a means of turning these commitments into reality (Dyson, 2001).

In a similar definition Saleh and Väyrynen (1999) describe inclusive education as

a process of addressing and responding to the diverse needs of all learners and reducing exclusion. It is a process and strategy to address diversity of learners' legitimate needs within regular education provision, using all available resources efficiently and effectively to create a diversity of opportunities to learn in preparing learners for active economic and social life in a culturally diverse and rapidly changing world.

Inclusive education is based on some common beliefs and values:

- We can all learn;
- We all are different;
- Societies are involved in creating both similarity and difference;
- Diversity can and should be valued in education and society;
- We all have a human right to education;
- We cannot logically demand our own human rights, whilst declining to engage for those of others;
- We all belong to and have important roles to play in society.

For the purpose of this study inclusive education means that all learners (also those with special educational needs) should be given the opportunity to participate in a common education curriculum in regular classrooms. In addition these learners should be taken into account, embraced and considered as viable members of educational communities.

1.8 RESEARCH DESIGN AND METHODOLOGY

1.8.1 Research design

A research design is defined as *a set of guidelines and instructions to be followed in addressing the research problem* (Mouton, 1996:107). The main function of a research design is to enable the researcher to anticipate what the appropriate research decisions should be so as to maximize the validity of the

eventual results.

The process of deciding upon a research design is dependent upon a number of factors. In many disciplines, particularly within the natural sciences, the research design and resultant methodologies are largely pre-determined. However, within the social sciences, where various research approaches are recognized and a large number of data collection methods are available for use, this is a rather complex decision-making process considering characteristics and factors related to the researcher (abilities, limitations, personality as well as inclination or preferences for some particular methods etc.), the research problem (its nature, scope, etc.) and the research setting in which the study is to be conducted (its characteristics, limitations and factors that will affect the logistics of data collection, etc.). Finally, decisions taken concerning the research design and methodology will have to consider the time and money required for the study (Cohen and Manion, 1989; Mouly, 1978).

For the purpose of this study it was decided to use a quantitative non-experimental design. Quantitative research designs were initially developed from research in agriculture and the hard sciences. These fields of study adopted a positivist philosophy of knowing that emphasized objectivity and quantification of phenomena. As a result, the designs maximize objectivity by using numbers, statistics, structure and experimenter control. The different types of quantitative designs vary in the degree of control or structure that is exercised by the researcher (McMillan and Schumacher, 1997).

An important characteristic of quantitative designs is to distinguish between experimental and non-experimental types. In an experimental design the researcher manipulates what the subjects will experience. In other words, the investigator has some control over what will happen to the subjects by systematically imposing or withholding specified conditions. The researcher then makes comparisons between subjects who have had and others who have not had the imposed conditions or between subjects who have experienced different conditions. Experimental designs also have a particular purpose in mind: to

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investigate cause-and-effect relationships between manipulated conditions and measured outcomes.

In a non-experimental design there is no manipulation of conditions. Rather, the investigator makes observations or obtains measures from subjects to describe something that has occurred. Since this is the basis of the structure in which non-experimental research operates, this option was chosen as a viable research design for the current study. In this study it was not possible for the researcher to directly manipulate the independent variables (educators' views), because it is assumed that the educators' views regarding inclusive education are already formed, hence a non-experimental design is appropriate for the study.

There are four types of non-experimental designs: descriptive, correlational, survey, and *ex post facto*. This research design involves the survey which is briefly defined below:

> *In general, surveys are methods of data collection in which information is gathered through (oral or written) questioning* (Sarantakos, 1993:157).

1.8.2 Research format

Surveys are used for a wide variety of purposes and researchers have a choice between simple descriptive, cross-sectional and longitudinal approaches. Surveys can describe the frequency of demographic characteristics or traits held, explore relationships between different factors, or delineate the reasons for particular practices. Surveys are also frequently used in educational research to describe attitudes, beliefs, opinions, and other types of information (McMillan and Schumacher, 1997). Similarly, the current study, as a simple descriptive survey, lends itself to the investigation of conditions or relationships that exist and views that are held, of a specific sample at one point in time (Mertens, 1998).

Usually, surveys are designed so that information about a large number of

people (the population) can be inferred from the responses obtained from a smaller group of subjects (the sample) (Kerlinger, 1973; Mouton, 2001).

While surveys tend to be more expensive than laboratory and field experiments and field studies, for the amount and quality of information they yield, they are economical. Furthermore, existing educational facilities and personnel can be used to reduce the costs of the research (Kerlinger, 1973). Survey research information is accurate - within sampling error, of course. The accuracy of properly drawn samples is frequently surprising, even to experts in the field. A sample of 600 to 700 individuals or families can give a remarkably accurate portrait of a community – its values, attitudes and beliefs (Kerlinger, 1973). With these advantages go inevitable disadvantages. First, survey information ordinarily does not penetrate very deeply below the surface. The scope of the information sought is usually emphasized at the expense of depth (Mouton, 2001). This seems to be a weakness, however, that is not necessarily inherent in the method.

A second weakness is a practical one. Survey research is demanding of time and money. In a large survey, it may be months before a single hypothesis can be tested.

1.8.3 Methods of data collection

A variety of methods were used to collect data. They will be briefly described in this section.

1.8.3.1 Literature review

The literature review formed a vital component of the research process. The aim of the literature review was to *... provide a set of explanatory concepts. These concepts offer ways of looking at the world which are essential in defining the*

research problem (Silverman, 1993:1).

The literature review assisted this study in the formulation of the problem, selection of the research methodology and the interpretation of results. According to Merriam (1988:63) *the findings of a study are best interpreted in the light of what was previously known about the topic.*

The literature review also served as a framework of reference whilst the data were being collected, processed and interpreted.

Different criteria have been applied in putting the literature review together. A wide variety of sources have been consulted while conducting the review. It comprised of recent book and journal literature, Index to Theses (with abstracts), Dissertations, British Education Index and other journal articles that have added to the discourse. Apart from consulting primary and secondary sources, personal networking was also done. The researcher interviewed people who have worked and published in the field of special education and educational psychology.

1.8.3.2 Questionnaire

Data were also collected through a structured questionnaire. The questionnaire consisted of a combined set of scaled, checklist, open-ended and "yes" or "no" questions. The questionnaire derived its content from the research problem and research questions that were described earlier. The questionnaire consisted of several sections. The first section sought information on background variables such as teaching level, region, gender, age, mother-tongue, qualifications, teaching experience, post held by educator, class size and training in special education. The second section assessed educators' views and perceptions regarding inclusive education. Views were sampled in several overlapping areas. In each area some of the statements were worded in a negative direction and some in a positive direction. The order of the statements was randomly determined. Each statement about inclusion was scored from "I strongly

disagree" to "I strongly agree". In the third section, educators were asked to rate whether a learner with a particular disability should be included, as well as the extent of that inclusion. The fourth section asked educators about the learning outcomes of inclusion. The last section consisted of an open-ended question, in which additional comments on the education of learners with special educational needs in regular classrooms and schools as well as the advantages and disadvantages of teaching learners in regular classrooms and schools were requested (see Appendix A).

1.8.4 Sampling and population

Sampling refers to the method used to select a given number of people (or things) from a given population. In most research studies, it is just not feasible to collect data from every individual in a setting or population. Henry (1990) divides sampling strategies into probability and non-probability sampling. **In survey research both probability and non-probability sampling can be used** (Mouton, 2001). A probability sampling strategy was used in this study. In probability sampling the elements have equal chances of being selected (Dooley, 1995). Under each strategy of sampling are different sampling methods (Mertens, 1998). The systematic stratified sampling method was applied, in the current study. Systematic sampling draws every n^{th} element from an existing list beginning at a randomly chosen point, for example every 10^{th} person (Lee, Forthofer and Lorimor, 1989).

Stratified sampling is used when there are subgroups (or strata) of different sizes that you wish to investigate (Mertens, 1998). Furthermore stratified sampling can be either proportional or disproportional. The first option was applied in the current study. It means that the sampling faction is the same for each stratum. Proportional stratification furthermore will result in greater precision and reduction of the sampling error, especially when the variance between or among the stratified groups is large.

A sample of 616 educators (10%) was drawn from the defined population. The population was divided into educational regions. Each 5th educator was drawn from a list of educators provided by the Ministry of Basic Education, Culture and Sports (MBECS). Ten percent of educators was drawn from each region. Some regions contributed to more educators than others due to the fact that there are more schools in some regions compared to others.

1.8.5 Procedure

After pilot testing and adapting the questionnaire, it was administered to all 118 schools identified. To obtain access to educators in the schools, permission was obtained from officials of the Ministry of Basic Education, Sports and Culture, and principals of sampled schools. At each school, the researcher explained the purpose of the study to the school principal and the sampled educators. He explained to them that they would remain anonymous and so they had no reason to be dishonest. After this, educators were asked by the researcher to respond individually and in writing to the questionnaire. The researcher waited for respondents to complete the questionnaire and then collected it.

After ascertaining that all questions had been answered, the researcher collected the completed questionnaires from the respondents.

1.8.6 Data analysis

Data were prepared for computer entry, cleaning and processing at the University of Namibia's Computer Centre by using the Statistical Package for Social Sciences (SPSS). While the bulk of educator responses were analyzed with computer assistance, the open-ended questions were manually transcribed in the most objective way possible and interpreted qualitatively.

The independent variable in the study was educator views, while the dependent

variables were funding, curriculum, teacher education, support services, parents, teacher competence, who should be included, and academic and social development.

In view of the dependent variable, independent variables and the questionnaire, the data involved in this study assumed a nominal scale. Hence, methods of data analysis used in the study were selected with this in mind. The main test statistic used in this study was chi-square (χ^2). The chi-square test was used to determine whether there were significant relationships and/or differences amongst the variables. The chi-square is a measure of how closely the observed distribution approximates the expected distribution, and it is effective when testing goodness-or-fit where nominal variables are categorised in two or more ways (Engelhart, 1972).

The researcher also used descriptive analyses, frequencies and percentages to compare the proportions of subjects who responded in different directions.

1.9 ORGANIZATION OF THE STUDY

The study is organized as follows:

Chapter 1: The first chapter has outlined the problem, research questions, objectives, concepts relevant to the study, theoretical framework, research design and methodology and limitation of the study.

Chapters 2 and 3: These two chapters provide a review of the relevant literature to the problem under discussion. The chapters help to put the problem in its proper perspective and highlight the types of questions being addressed as well as mapping out the known and unknown aspects of the problem.

Chapter 4: This chapter is more exclusively based on the research results.

Chapter 5: This chapter includes a detailed discussion of the findings and possible implications thereof for the implementation of inclusive education in Namibia.

Chapter 6: The final chapter includes a summary of the main research results. Additionally it includes limitations of the study as well as a number of general recommendations concerning the teaching of learners with special educational needs in regular classrooms.

1.10 SUMMARY

The first part of this chapter explains why there is a need to change the process of education, as well as its structures, if we are to make a difference in the quality of education. Whilst educational reforms and policies have been initiated, aimed at broadening and diversifying the scope of education and at enabling as many learners as possible to benefit from the system, indicators show that less than one percent of all learners with special educational needs are receiving special educational services in most developing countries.

This was followed by a discussion that the inclusive education movement is driven by a concern for equality of provision for all learners and a desire to enhance the quality of life of learners with special educational needs and that they should be afforded full participation in the community. Inclusion of learners with special educational needs in the regular classroom is thus inevitable, but the views of educators towards a changed education system will be crucial to its implementation and success.

When considering the specific statement of the problem, this chapter listed three questions in order to address educators' views towards inclusive education. Included in this chapter is a section that clarifies important concepts and terms that will recur throughout the study.

A theoretical framework for this study is also part of this chapter. The theoretical basis for the study refers not only to education, but also to social life in general, and therefore a holistic approach was useful. This approach concerns the treatment of an educational system in its unique and particular context, while at the same time understanding it in the form of its inter-dependence and inter-relationships with other levels, such as societal and international levels. In terms of this approach, the origins of individual difficulties in learning are mainly related to the individual or inter-actor level and psychological systems of the learner.

The research design and methodology, as well as the relation and appropriateness thereof, are explained. The chapter concludes with an outline of the organization of the study.

CHAPTER 2

RECENT INTERNATIONAL DEVELOPMENTS REGARDING SPECIAL EDUCATION

2.1 INTRODUCTION

This chapter provides an overview of international developments regarding special education, and of the movement towards inclusive education, as well as a brief description of the different approaches to inclusive education. Furthermore, this chapter includes a detailed description of key aspects identified as critical to achieving inclusive schools and classrooms as well as role changes for the educator in inclusive education settings.

2.2 THE MOVEMENT TOWARDS INCLUSIVE EDUCATION

The current trend towards the education of learners with special educational needs in regular classrooms has stemmed from a reconstruction of notions of disability, particularly as such notions relate to conceptions of human rights and social justices. People with disabilities have been conceptualized in a number of ways – both by society and by themselves.

There have been different explanatory approaches to disabilities and these varying explanatory approaches have consequently resulted in varying ways of coping with people with disabilities. Two polarized models have tended to predominate theorizing within special education and disability. An individualistic approach attributes difficulties to within person factors and has tended to be

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associated with lay, charity and medical discourses (Allan, Brown and Riddel, 1998). A social approach, on the other hand, looks for features outside the person and reflects discourses on rights (although lay, charity and medical discourses can undermine these) (Fulcher, 1989).

2.2.1 Lay discourse

This discourse relates to prejudice, hate, ignorance, fear and even paternalistic tendencies. Much of this has to do with the isolation of people who deviate from the normal physical appearances (Naicker, 1999). Not only is this discourse demeaning, casting people with disabilities in the role of deficit-laden dependents on the rest of society, but it can also be used to legitimize the maintenance of social arrangements which routinely and systematically marginalize and disadvantage such people (Dyson and Forlin, 1999). In primitive communities, for example, where the basic struggle was to survive, children with severe disabilities were either exterminated or abandoned to their fate (Kanner, 1974; Preen, 1976). Extermination was also common practice in early civilizations such as Greek-city-states, Sparta and Athens, and the early Roman Empire (Du Toit, 1996).

2.2.2 Charity discourse

In this discourse, those with disabilities are viewed as in need of assistance, as objects of pity and eternally dependent on others. As a result they are seen as underachievers and people who are in need of institutional care (Naicker, 1999). Little is mentioned about the professionals (educators, social workers, therapists, physiotherapists, nurses and others) who benefit from this type of labelling. Whilst the work of these people is appreciated and respected, the question remains who really benefits from this type of isolation or categorization.

In line with the above it became evident that Christian communities already

established asylums as places of refuge for the disabled and rejected as earlier as after the birth of Christ (Du Toit, 1996). Although this practice continued through the Middle Ages, it was accompanied by much ignorance and superstition (Du Toit, 1991). These charitable initiatives promoted education for learners with disabilities and were also responsible for the establishment of a strictly limited range of separate special schools for learners with disabilities (Dyson and Forlin, 1999). Over time, these were gradually taken over by the state and developed into a more comprehensive system, in much the same way as had happened in respect of regular education. By the middle of the twentieth century, most industrialized countries had a separate special education system that provided for learners with special educational needs.

2.2.3 Medical discourse

The medical discourse (based on the medical approach to disabilities) considers disability to be an abnormal and irremediable condition that requires treatment by "normal" experts (Green, 2001). According to Bailey (1998), the medical discourse is highly focused on pathology, not normalcy, on sickness, not on well-being, on the nature and aetology of the presenting problem itself, not on the individual who has the problem, on dealing with the specific pathology in a centred way, not on the social or ecosystem which surrounds or causes the problem, that is the patient, his or her family, social, educational and financial circumstances, as well as wider social or individual values and attitudes.

The emphasis was on testing and treating neurological symptoms. Diagnosis was accomplished with a battery of neurological tests. Medications were frequently used in the treatment of patients.

Assessment was based on anecdotal records and case histories and instruction took place in a highly structured, sterile environment resembling that of a hospital. Often learners attended institutions and private facilities for mentally retarded and/or brain-damaged children. The instructional goals often included

motoric training (Kephart, 1955), though many of the educators of that day developed methods that also emphasized basic skills (Strauss and Lehtinen, 1947).

Lay, charity and medical discourses all imply that the existence of special educational needs requires and justifies exclusion from the mainstream of education, and social and economic life (Green, 2001). These three discourses accordingly represent the period of institutionalization.

2.2.4 Movement towards inclusive education

It was not until the late 1950s that categorization of people with disabilities into separate groups and institutionalization began to be questioned. These prevailing discourses have been criticized in terms of "power, control and vested interests" (Barton, 1993a:236)

- Separate educational placements were considered to be artificial and counter-productive.
- Learners who qualify for special education were considered to have intrinsic difficulties that make it difficult for them to participate in the regular school curriculums. They thus had to receive a curriculum that was different from that of their peers.
- Learners with disabilities and other conditions were labelled and excluded from the mainstream of society. Assessment procedures tend to categorize learners and this had damaging effects on educator and parent expectations and on learners' self-concepts (Ainscow, 1991; Jenkinson, 1997).
- Unfair methods of identification and assessment have led to a disapproportionate number of learners from specific ethnic groups. For example, in both Europe and North America black Asian and Latino-American learners were over-represented in special schools and programmes, thus special education has been accused of legalizing racial segregation (Jenkinson, 1997; Wang, Reynolds and Walberg, 1990).

- The presence of specialists in special education encourages regular classroom educators to pass on to others responsibility for learners they regard as special (Ainscow, 1991).
- Resources that might have otherwise been used to provide more flexible and responsive forms of schooling were channeled into separate provision (Ainscow, 1991).
- Task analysis in special education tends to lower educator expectations of the learners. In addition, task analysis and the associated behavioural teaching strategies introduced disjointed knowledge and skills, thus making learning less meaningful to learners (Sebba, Buyers and Rose, 1993).

These individualistic and deficient views of disability (expressed in a language of categories and needs) have given way to a wider ecosystemic approach by taking environmental, social and psychological disadvantage experienced by disabled people into account. A **rights discourse**, characterized by "self reliance, independence and consumer wants (rather than needs)" more obviously pervade the latter (Fulcher 1989).

International initiatives from the United Nations organizations such as UNESCO, UNICEF, and the World Bank, jointly add up to a growing consensus that all learners have the right to be educated together, regardless of their physical, intellectual, emotional, social, linguistic or other condition (Saleh and Väyrynen, 1999).

Frameworks for determining the rights of a learner to education, have originated in a number of international declarations and recommendations such as

- the Charter of the Universal Declaration of Human Rights (1948);
- the United Nations Declarations of the Rights of the Child (1959);
- the Convention Against Discrimination in Education (1960);
- the International Covenant on Economic, Social and Cultural Rights (UN, 1966);
- the International Covenant on Civil and Political Rights (UN, 1966);

- the Declaration on the Rights of Mentally Retarted Persons (1971);
- the Declaration on the Rights of Disabled Persons (1975);
- the International Year of Disabled Persons (1981);
- the Decade of Disabled Persons (1983-1992);
- the 1989 UN Convention on the Rights of the Child;
- the 1990 World Conference on Education for All: Meeting Basic Learning Needs and the United Nations Standard Rules on the Equilization of Opportunities for Persons with Disabilities (1993).

Today, the Salamanca Statement and Framework for Action on Special Needs Education provides the clearest and most unequivocal call for inclusive education and has reinforced the ideas expressed in the other international declarations and documents (Forlin and Forlin, 1996; Saleh and Väyrynen, 1999).

During the 1960s the idea of normalization came to the fore in Western Societies (Engelbrecht, 1999). Normalization was first initiated in the Nordic countries (Nirje, 1969) and later developed in the United States of America (Wolfensberger, 1972). This principle of de-institutionalization has become widely accepted because of its strong philosophical premise that adults and learners with disabilities should have the same social interactions and experiences as those of the rest of society (Mober, Zumberg and Reinmaa, 1997).

Normalization in education means making maximum use of the regular school system with minimum resort to separate facilities. It may, therefore, be argued that normalization gave rise to the concepts of mainstreaming and integration. However, normalization did not recognize a wide range of individual differences in society and *the diversity of educational, vocational and other opportunities that are available to people in the adult world* (Jenkinson, 1997:12). We also need to question who and what are "normal", as well as the value of programmes that ensure conformity to some predetermined norm of behaviour. Under normalization, people's individuality seems to be overlooked (Jenkinson, 1997). Despite the criticism against normalization, attempts have been made to defend

the placement of children with disabilities in special schools. It has been argued that regular classroom educators are relieved *of the need to devise and implement curricula for learners who appeared unable to learn form normal instruction in the regular class* (Jenkinson, 1997:13). However, this argument is itself excluding in that learners with special needs have to follow a different curriculum from that of the regular school. To respond to these apparent weaknesses, mainstreaming and integration were seen as reasonable arrangements.

Mainstreaming in the 1970s and 1980s selectively integrated learners with special needs into mainstream classrooms on a case-by-case basis depending on the needs of each learner and the demands of the specific class (Engelbrecht, 1999). Mainstreaming is related to the concept of integration which both reinterpreted and extended the issues raised by special needs approaches in mainstream classes (Clark, Dyson, Millward and Skidmore, 1997). Integration, a term popularized in the 1980s, recognizes the existence of a continuum of services, from the special school, special class to the regular class with or without support (Kisanji, 1999). Several authors (Jordaan and Powell, 1994; Sönder, 1989, 1991) have pointed out that integration is often seen as reintegration after a period of segregation, or as a means to avoid segregation. Integration then may result in attempts to adapt an existing mainstream curriculum in order to meet the learners' special needs. Integration in its most negative connotation stands for integration by location, whilst providing a watered-down variant of the regular curriculum. Integration should neither be about where learners are placed nor about providing access to pre-set norms of learning and behaviour; it is about fitting schools to meet the needs of all their learners (Hegarty, 1993).

This wider notion of integration brings us closer to the concept of inclusion. Both terms are used to express comparable processes and outcomes. Integration demands that additional arrangements will be made to accommodate learners with special educational needs "within a system of schooling that remains largely unchanged"; inclusive education on the other hand, aims to restructure schools in

order to respond to the learning needs of all learners (Ainscow, 1995:1). Thus integration calls for separate arrangements in the regular school for exceptional learners, mainly those traditionally labelled as disabled, through such practices as withdrawal, remedial education and/or mainstreaming. However, inclusive schooling in the first instance, recognizes that special learning needs can arise from social, psychological, economic, linguistic, cultural as well as physical (or disability) factors, hence the use of the term "learners with special needs" rather than "learners with disabilities". Secondly, it recognizes that any learner can experience difficulty in learning, in the short term or the long term, at any time during the school career, and therefore the school must continually review itself to meet the needs of all its learners. The notion of inclusion, therefore, does not set parameters (as the notion of integration did) around particular kinds of disability. Rather, it is about a philosophy of acceptance; it is about providing a framework within which all learners regardless of ability, gender and language, and ethnic or cultural origin, can be valued equally, treated with respect and provided with equal opportunities at school. In short, accepting inclusion means moving from what Roaf has called an "obsession" with individual learning difficulties (1988:7) to an agenda of rights and the ability of all to learn.

2.3 APPROACHES TO INCLUSIVE EDUCATION

In this section I will consider several approaches to inclusion in order to illustrate the kinds of differences we can expect from different ways of balancing the value of participating in regular schools (inclusion) and the value of promoting individually relevant learning (individuality).

Inclusive education practices have received varying degrees of commitment by educators in the international arena. In European countries a fully inclusive approach has been advocated by Italy, Spain, Denmark, and Sweden (Daunt, 1991), while other countries have instigated a more gradualist approach and have opted to retain a range of services. In the United Kingdom and the United States of America for example, they have legal mandates, which ensure that all

learners with special needs are eligible to receive equal educational opportunities in the least restrictive environment. Although in many instances this has been interpreted to mean education in the regular classroom, both the United Kingdom and the United States of America retain alternative educational settings for learners who have been identified as having special needs.

2.3.1 Western approaches to inclusive education

2.3.1.1 Australia

When considering the inclusion movement in Australia, one has to remember that Australia is a federation of six states and two territories, with a national government, which allocates much of the funding for education to states, but devolves responsibility for that education to the states. The importance of this constitutional perspective is that education systems have developed in each state in ways which are often similar but, just as often, quite different from each other. For this reason, it is virtually impossible to speak of inclusion in Australia as a unified, national movement and practice (Dyson, Bailey, O'Brien, Rice and Zigmond, 1997).

From a legislative perspective, this is even more so, because there has been no specific legislation forcing the process of inclusion on school systems. In addition, there has been a very noticeable deficiency in legislation promoting the education of all learners, which is the rationale for the movement towards inclusive education.

Similarly, the development of educational practices in Australia for learners with special needs has been serendipitous and certainly not uniform. According to Forlin and Forlin (1996), there are currently no related legal mandates to ensure the rights of learners with special needs in devolved educational systems in Australia, and this could lead to greater inequalities of educational provision if not

addressed.

While all jurisdictions in Australia appear to be committed to the policy of inclusion in principle, the degree of effective implementation in individual schools varies considerably between and within each state and territory. One particular problem, which is difficult to overcome in Australia, is the physical vastness of some states and the subsequent isolation of many learners. Consequently, learners who are geographically isolated are unable to access special education facilities.

Within these constraints, there is still a great move towards inclusive educational practices. Public Law 94 - 142 of the United States of America had a significant influence on Australian views regarding special education and played a role in reducing the enrolments in segregated settings and attempts to provide the right kind of support and educational environment for learners with disabilities in regular schools (Dyson, Bailey, O'Brien, Rice and Zigmond, 1997). The percentage of learners being educated in special schools in Victoria, Australia, was for example reduced by at least 50%, indicating that over half the number of learners with special needs were included in regular schools (Forlin, 1997). Learners, however, do not have a right to be educated in their local, regular schools. Several educational policies have disclaimers, which allow regular schools to exclude learners when they are able to prove that by including a learner with special needs in their schools would cause them "unjustifiable hardship". Each state and territory in Australia is autonomous regarding its education policy and practice. In each, an array of services are provided, ranging from segregated special schools to education support units, or classes within regular schools. Not surprisingly, there is tremendous variety in the ways in which inclusive education occurs both across and within jurisdictions. There are many commonalities, the most noticeable being the movement towards the enrollment of more learners with special needs in the first instance in their local regular schools. All states and territories provide a continuum of services and most are moving towards re-formalizing their structures for identifying learners requiring support. A recent comprehensive review of special education in New

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South Wales supports the existence of a continuum of services for learners with special needs, from segregated settings, to geographically integrated support units, to supported inclusion, and full inclusion (McRae, 1996).

2.3.1.2 United Kingdom

A movement aimed at practising and promoting "integration" developed during the 1970s, whereby learners were placed and maintained in regular schools. This movement was also accompanied by the rise of a redefined notion of special provision in regular schools, which subsequently came to be known as the "whole school approach". This new approach was in turn concerned with the placement and maintenance of learners in regular classes. At about the same time, the Warnock Report (1978) legalized the structure needed to implement the policy of integration. This was followed by the 1981 Education Act which introduced a more flexible system of identification and assessment which made it possible for learners in regular schools to be given the legal protection of a "statement" of their special educational needs (Dyson, 1997). Thus, Warnock and the 1981 Act marked the high-water mark of thinking about inclusion in the United Kingdom. However, according to Dyson (1997), there is considerable evidence that in reality, the changes were less than dramatic in terms of the segregation of learners into separate placements (Booth, 1981; Norwich, 1994; Swann, 1985; 1988; 1992). Also, the whole school approach ran into a series of difficulties that made its impact somewhat limited in regular schools (Bines, 1986; Clark, Dyson, Millward and Skidmore, 1997). There are a number of reasons for these failures and limitations, which say much about the development of inclusion in the United Kingdom.

Although the 1981 Act made it possible for learners' special needs to be identified and met in regular schools, without recourse to segregated special placements, it placed no obligations on either schools or local authorities to promote integration. Moreover, it asserted that learners were to be placed in regular schools except where such placement "was impracticable, incompatible

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with the efficient instruction in the schools, or involved unreasonable public expenditure" (DES, 1978, 2.84). In addition, the local education authority (LEA) is the decision-maker in respect of special needs provision. Consequently, the voices of parents and learners went largely unheard in the face of LEA power (Armstrong, 1995; Sandow, Stafford and Stafford, 1987). Also, LEA determined provision on the basis of cost rather than educational need because it was required to fund such provision.

Dyson further points out that this ambivalent position is strongly supported by many within the "special needs community" itself and there is certainly no overwhelming ground swell of opinion in favour of inclusion. However, in recent years, two major developments have occurred which have changed this picture somewhat. First, the term "inclusion" has begun to be heard more frequently in place of the more traditional "integration", and has found its way into the official policies of a few LEAs. Second, a series of education "reforms", the 1988 Education Reform Act and the 1993 Education Act with its accompanying Code of Practice on the Identification and Assessment of Special Educational Needs (DFE, 1994) has made changes which may be more significant. Schools have been given considerable autonomy in their self-management, an education market has been established in which schools compete for learners and a National curriculum has been introduced which is mandatory for all learners, and thus universally applicable. The Code of Practice sets out detailed prescriptions for how regular schools should assess and respond to learners' special needs. However, the Code continues the long tradition of expecting regular schools to respond to special educational needs insofar as they are able, without in any way removing the option of special school placement.

It is clear that the United Kingdom has an education system which is not fully inclusive and has never set out to be so. The structures and procedures within the system are premised on the assumption of a continuing need for separate special education – a "need" which has grown in recent years (Dyson, 1997). On the hand, Dyson argues, the system is also premised on the notion of local variation and a tradition of enabling legislation. There is, therefore, nothing to

prevent local education authorities, and, indeed, individual schools, from pursuing highly inclusive policies – an option which some choose.

2.3.1.3 New Zealand

As a founding document, the Treaty of Waitangi provides the people of New Zealand with a mantle upon which to build an inclusive community. Special education services in New Zealand can be divided into three strands (Dyson, *et al.*, 1997) with the first being segregated services/schools for learners with special needs. According to Dyson *et al.*, (1997) current education statistics reveal that there are 2606 learners attending special schools. In relation to type of provision there is one special school in the area of visual impairment, two in hearing impairment, eight in relation to social difficulties and two hospital schools. The number of special schools has declined over the past years (Mitchell and O'Brien, 1994) from 88 in 1991 to 56 in 1995.

The second strand is that of being physically included in the same educational school but within a separate unit. Within this ideology "special needs" means "special classes" with a special curriculum. A range of special classes exist in New Zealand and according to the 1996 education statistics, 4028 learners receive education within such facilities. There are 338 such classes, including a correspondence school. Specifically there are 1 adjustment class, 28 assessment classes, 72 experience units, 11 hearing impairment classes, 85 intellectual impairment classes, 6 language units, and 15 special care units and 95 special education needs classes both for learners with severe and profound levels of intellectual disability. The latter two categories of classes have arisen as a result of the closure of psychopaedic hospitals (Dyson, *et al.*, 1997).

The third strand, underscored by a philosophy of human rights, equality of access and parental choice (Ballard, 1994; OECD, 1994; Karagiannis, Stainback and Stainback, 1996; O'Brien, 1993a; Ruba, 1994; Thousand and Villa, 1991) means learners with special educational needs are included and educated in

their regular community schools beside the same aged peers with appropriate support and resources being made available within the classroom or teaching session. The inclusion of learners with special needs was not possible until the Education Act, 1989, provided support for the principle of inclusion. However, the Act gives the Secretary of Education the right to direct a learner to what is believed to be a more suitable school, such as a special school, special class, or special clinic or special service. At the same time, the Act does provide for a system of arbitration if the parents wish to challenge the Secretary's decision. In addition, from 1997 onwards, families are also able to use the Human Rights Act to complain about the access and level of resource within a particular educational establishment (Human Rights Commission, 1996).

2.3.1.4 United States of America

Learners with special educational needs have not always been welcome in American public schools, let alone in general education classrooms. Until 1975, when the Federal Government stepped in, many states and local communities did not recognize it as their responsibility to provide publicly funded education to learners with special educational needs. However, with the signing into law of the Education of All Handicapped Children Act, PL94-142 (reauthorized in 1990 and renamed Individuals with Disabilities Education Act, IDEA), this legislation authorized Federal money for local school districts to provide special education services to learners who had special educational needs by virtue of having one of the following disabilities: learning disability, speech or language impairment, mental retardation, serious emotional disturbance, multiple disabilities, hearing impairments, orthopaedic impairments, other health impairments, visual impairments, deaf-blindedness (with autism and traumatic brain injury added to the list in 1990). The Act also set 1980 as the deadline when a free, appropriate, public education must be available to all learners with disabilities, no matter how severe the disability, if states wanted to continue receiving federal education funds of any kind (Dyson, *et al.*, 1997).

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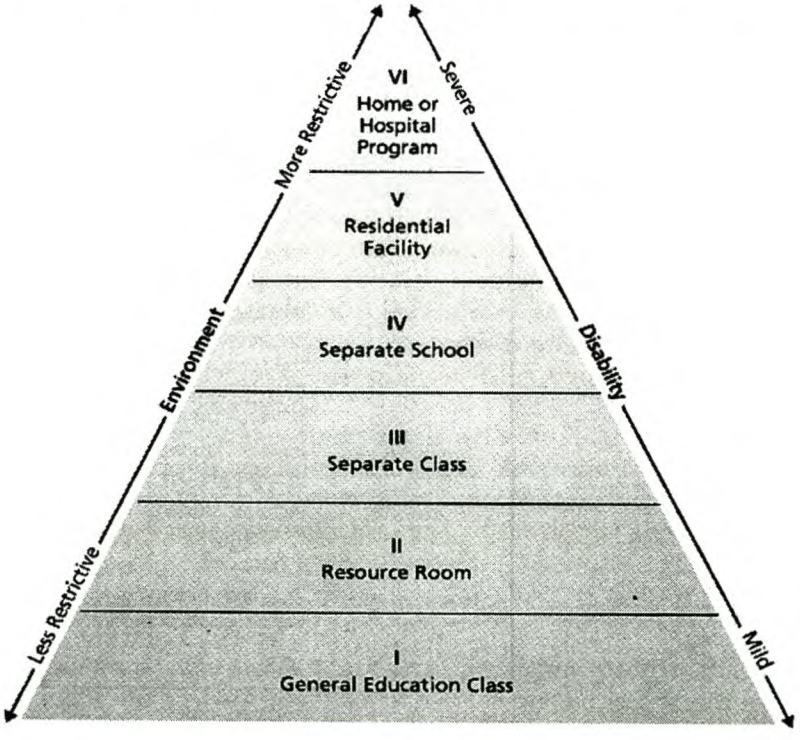
PL94-142 revolutionized special education and general education. Learners who had never been in school before, entered the public education system, learners who might have been placed into segregated programmes were retained in regular classes to be educated there full time or at least part time. PL94-142 changed the face of education in the United States. It affected every school in the country. It changed the roles and responsibilities of every special educator, school administrator, parent of learners with special educational needs, and other professionals involved in the education process (Zigmond and Baker, 1995).

Central to the mandate of PL94-142 was a requirement that schools provide a continuum of service delivery options for educating learners with special educational needs (the least restrictive environment provision). Figure 2.1 illustrates a model of the continuum of alternative placements.

FIGURE 2.1

A MODEL OF THE CONTINUUM OF ALTERNATIVE PLACEMENTS



Lerner, 1997:15

The regulations accompanying the law required that for learners already placed

in more-restrictive settings, the school district make every effort to move the learner down the continuum (towards Level I) as soon as appropriate, and for learners being placed for the first time, the school district assign them to a special education setting as low down on the continuum of alternatives as possible. PL94-142 regulations specified several criteria that were to be considered in this placement decision. For example, learners were to be placed as close as possible to their home, preferably in the school they would normally attend if they did not have a disability. Consideration also had to be given to any potentially harmful effect the placement might have on both the learner with special educational needs and others in the class. What constituted an appropriate educational placement for an individual learner was to be decided by parents and school personnel at Individualized Educational Plan (IEP) Meetings. The overriding rule was that the decision had to be made individually rather than by categorizing the learner as belonging to a particular group or carrying a particular label, and that options be considered for every learner.

According to Zigmond and Baker (1996) in 1976-1977, the first year for which national data are available on the education of learners with special educational needs, there were 3,703,033 designated as disabled and served in special education. Most learners (68%) were spending at least some portion of the school day being educated with non-disabled peers, but one quarter of learners were in self-contained special education classes, and approximately 7% were in even more restrictive settings – separate schools, hospitals, residential treatment settings, or kept at home.

Ten years later, the numbers of learners with special educational needs served in American public schools had risen by 21% to 4,413,496, with substantial increases in the numbers of learners labelled LD (+145%), seriously emotionally disturbed (+37%) and health impaired (+63%), but a substantial decrease in the number of learners labelled speech impaired (-19%), mentally retarded (-34%), deaf (-29%) and orthopaedically impaired (-42%). The proportion of these learners served in each level on the continuum of services had not changed much at all. As before, most of the learners were spending at least some of the

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school day in regular classrooms (70%), with more than a third of them spending nearly all day there. Almost one-quarter of the learners were in self-contained classrooms (24%), and 5,6% of learners with special educational needs were in segregated placements.

Dyson, *et al.*, (1997) stated that as a result of these fairly stable placement rates, parents and professionals began to advocate a "revolution" in special education. They demanded the "full inclusion of all persons with disabilities in all aspects of societal life" (Lipsky and Gartner, 1991:52) and their first goal was to abolish special education and a continuum of services, to end "labeling, special education and special classes, but not end necessary support and services in the integrated classroom" (Pearpoint and Forest, 1992:xiv). Their second goal was to enhance learners' social competence and to change the attitudes of educators and learners without special educational needs (Gartner and Lipsky, 1987; Stainback and Stainback, 1985).

According to Dyson, *et al.*, (1997), in the 10 years since the first calls for full inclusion by both advocacy groups and individual educators, individual schools, and entire school districts have joined the full inclusion bandwagon. But despite the impression among advocates and non-advocates that full inclusion has swept the country, the rhetoric seems to have moved faster than the reality.

2.3.2 African approaches to inclusive education

During the 1950s and 1960s, private groups (churches and the private sector) with varying degrees of government support, initiated the provision of special education throughout Eastern and Southern Africa (South Africa excluded), (Choles, 1997). During the 1970s Kenya, Tanzania and Zambia were beginning to plan for long-term development of a coherent national education programme for learners with special educational needs. Ross (1988) cites Kisanji (1984) who reports that Tanzania trebled its reported special education enrolments between 1971 and 1981. Integration policy is now legislated in Tanzania,

Zambia and Zimbabwe. In Namibia, the Educational Act is in accordance with the constitutional mandate that all persons have the right to education. Similar to Western models of inclusive education, the implementation of integration follows a flexible approach in most African countries, where a continuum of services is utilized ranging from special schools through special classes to full integration in the regular class. This is along the lines of the South African Progressive Inclusion Model.

2.3.2.1 Inclusion in the South African context

In influential reports, some published even before the new Government of National Unity came to power in 1994, the movement towards inclusion has become noticeable. The South African Schools Act (November, 1996) for example, states clearly that where reasonably practicable, education for learners with special educational needs must be provided at ordinary public schools. The principles and values contained in the new constitution of South Africa (1996) and in the White Paper on Education and Training (Department of Education, 1995) acknowledge that education should be accessible and responsive to all learners. Education is considered to be a right and all learners are to be given the opportunity to participate in a common education curriculum (Forlin and Engelbrecht, 1998).

The focus of the South African ***Quality Education for All: Overcoming barriers to learning and development*** report, which was jointly prepared by the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee for Education Support Services (NCESS) is on the development of education to ensure that the system becomes more responsive to the diverse needs of the total learner population (Department of National Education, 1997). This report promotes inclusive education for all learners, "irrespective of race, class, gender, disability, religion, culture or sexual preference" (Department of National Education, 1997). It furthermore advocates the development of effective programmes to equip educators and support

providers with the necessary skills and knowledge to enable them to respond to learners' needs, particularly those who have to overcome barriers to learning and development. It recommends that appropriate and effective education in South Africa must be organized in such a way that all learners have access to a single, inclusive education system that is responsive to diversity. Forlin and Engelbrecht (1998:217) quote the Report which proposes that Centres of Learning will infuse special needs and support services and *...have the capacity to respond to diversity through a flexible curriculum and would reflect an ethos of inclusiveness, support, a culture of teaching and learning and effective community relations and ownership*. In addition, the Report states that disability studies should be considered as a field of teaching and research at undergraduate and postgraduate levels at institutions of higher education.

It is therefore clear that inclusive education, promoted by this Report, is expected to redress the disadvantages and past inequalities that existed in the dual regular and special education systems, which operated during the apartheid era in South Africa. In order to do this effectively, educators will not only need to be committed to change, but must also be fully trained in appropriate methods to facilitate this change (Forlin and Engelbrecht, 1998). This is also supported by concerns from general primary educators in South Africa, who indicated a perceived lack of relevant pre-service training (Engelbrecht and Forlin, 1997). According to these authors, educators believe that they are insufficiently trained to cope with the special needs of a learner with a disability if such a learner were to be placed in their classrooms. In addition, educator education in South Africa was previously characterized by fragmentation and deep disparities in its duration and quality, with the result that the majority of South African educators are disadvantaged by the poor quality of their training (National Educational Policy Investigation, 1993). Furthermore, approaches in training have been separated into general and specialized education with the system for learners with disabilities focusing on deficits within the learners. Educators working at all levels within the general system have not been required, and are therefore not trained, to respond to the learners with special educational needs. There appears to be an almost total lack of awareness and skills among existing

educators to deal with diversity among learners, to identify needs in learners and within the system, and to provide curriculum flexibility to accommodate them (Department of National Education, 1997). Change in educator training should therefore be responsive to the needs of all learners within the context of the National Qualifications Framework, the Outcomes-Based Education Approach, and Curriculum 2005 (Department of National Education, 1997).

According to Engelbrecht, Naicker and Engelbrecht (1998), education for learners with special educational needs in South Africa is at a crucial point, and the willingness of all involved are needed to grapple with the legacies of the past and the risks and opportunities of the future. Consequently, it is necessary to develop a vision of inclusion in schools and communities within the South African context and to institute school reform actions to make inclusion a reality. Although full inclusion appears to be a desirable long-term option, this could prove problematic in the short and medium term, owing to the existing lack of qualified professionals and resource centres. Progressive inclusion, according to Archer, Viljoen, Hanekom and Engelbrecht (1994), Donald (1996) and NEPI (1993), could therefore be the more viable option. In essence this implies that the practice of inclusion will have to be introduced gradually as and where the mainstream and its support services have developed to a point where inclusion is viable (Engelbrecht, Naicker and Engelbrecht, 1998; Department of National Education, 2001). In the short term, some learners with special educational needs may be included in those schools that are able to support them, and in the medium to long-term, as the mainstream is reconstructed so that it can respond to the full range of learner diversity, it will be possible to integrate more learners with special educational needs.

2.3.2.2 The Botswana approach of within-school support

Botswana is committed to inclusive schooling. There is no intention to open additional special schools in future. Learners with special needs will learn alongside their peers in regular schools or, where necessary, in special classes

(Republic of Botswana, 1994).

In 1994, Botswana, with assistance from SIDA, opened the Central Resource Centre (CRC) for special education for the purpose of carrying out assessment and parent guidance and counseling. In the course of their work the centre staff visited regular schools to raise their awareness of the need to refer learners who experience difficulty in their learning to the Centre for assessment and advice. As not all learners identified will have special educational needs severe enough to warrant referral, it was decided to set up teams within schools to work with educators who express concern about individual learners in order to find ways in which the needs of those learners can be met within their classroom or school before the decision to refer is made. These teams are officially known as School Intervention Teams (SITs). The responsibility for initiating and coordinating the work of SITs has since moved from the CRC to the Specialist Services Section of the Division of Special Education (DSE). SITs are thus a school-based resource service for assisting and advising educators who have learners with special educational needs in their classes. Their membership varies from school to school. However, normally the head educator, senior educators, a social worker and the child's parents form the team (Ministry of Education, 1984).

There is obviously still much to be learned from the Botswana experience. However, a start has been made in providing in-school support and a national support network for inclusive schooling.

2.3.2.3 Tanzania's itinerant programme

The itinerant programme in Tanzania was funded and supported by Sight Savers through the Tanzania Society for the Blind (TSB). It was meant to cover learners with visual impairment only. However, the government took the opportunity to extend the programme to cover any and all learners with special needs.

Special education educators were sent to Montfort College in Malawi for three-

month training in itinerant services. The main activity in their job description was to advise and assist parents and educators to develop skills to maximize learning in learners with special needs. Working directly with learners was considered appropriate for those who experienced greater difficulties in learning. However, when the programme started in the mid-1980s, the educators focused their attention more on one-to-one teaching of learners during their regular visits to schools than on supporting regular classroom educators (Kisanji, 1995). Kisanji (1999) further noted that this was seen as an instance of transfer of their special education training and teaching experience to a new job.

To ensure that the itinerant programme was different from traditional special needs education, and indeed from the individual view of special needs, regular classroom educators considered to be "good educators", were identified and sent for training. These regular educators now work hand-in-hand with special education educators in the programme. According to Kisanji (1999) they, in fact, outnumber the specialists. The itinerant programme has a resource base at a regular school.

The Tanzanian approach of school-based support services provides an instance where regular classroom educators can provide support for inclusive schooling if given short courses on a regular basis and work collaboratively with colleagues with more specialists training. Kisanji (1999) argues that this has the advantage of demystifying special educational needs, giving confidence to regular classroom educators to constantly devise ways of meeting children's learning needs, and going around the problem of educator shortage for supporting inclusive schooling.

2.3.2.4 Kenya's assessment and itinerant programme

During the mid-1980s, Kenya began to develop itinerant services for learners with visual and other impairments. This development was based on the recognition that existing special schools could not absorb all special needs of

learners of school-going age and that special schools were costly to run. To date, there are two such programmes. One was initiated by the Kenya Society for the Blind (KSB) and funded by Sight Savers. The KSB programme shares the same features as the TSB programme in Tanzania discussed above.

The Educational Assessment and Resource Service (EARS) initiated the other programme, which was funded by the Danish International Development Agency (DANIDA).

EARS began in 1984 when 17 assessment centres were opened. The main purpose of the service was to assess learners so that those with special needs could be appropriately placed. One of the reasons for setting up the service was that many learners with special needs were wrongly placed. Thus the service was meant to rectify this problem and to support the idea of developing a continuum of service with the majority of such learners placed in regular classes, some in special classes in regular schools and only a small number in special schools.

At present, each of the districts in Kenya has a purpose-built assessment centre and each centre has a satellite of sub-centres to ensure that the service is closer to the people. These centres are located in either special or regular schools. One of the objectives of the service from the outset was to facilitate and support the integration of learners with special educational needs in regular schools through itinerant services.

The EARS itinerant programme began after a large number of children with special needs had been assessed. Most of these children were not attending school. At the same time, there were not enough special schools to accept all of them. There was, therefore, the need to encourage parents to send their children to regular schools and for regular schools to take responsibility for all children in their communities, including those found, through assessment, to have special needs. Although causal integration existed, there was need to officially recognize the practice by encouraging schools to consciously admit

such children, making them aware of their assessed needs, and helping them to continuously respond to those and other needs educators may identify in the course of their teaching. In addition to carrying out these tasks, EARS provides relevant equipment and its itinerant educators assist regular classroom educators to understand the needs of learners, to work creatively in order to meet those needs and to make appropriate teaching aids. Itinerant educators also provide teaching support to some individual learners in the schools.

EARS itinerant educators are specialists trained in one or two areas in the traditional special needs education model. In addition, they have attended a series of short courses in educational assessment organized at the Kenya Institute of Special Education (KISE). The EARS itinerant programme is, therefore, not confined to one area of special needs, although different educators deal with different areas.

All the cases presented as examples of African approaches of inclusive education, are national programmes. However, for these support programmes to be truly sustainable, they must be accepted, enjoyed and inquired into by regular classroom educators, community members and the learners themselves.

2.4 KEY ASPECTS OF INCLUSION IN PRACTICE

2.4.1 Introduction

Although much is being written and discussed concerning the trend towards inclusion and inclusive education, little agreement has been reached on how inclusive educational settings are to be developed or what services they should provide. Writers differ not only in defining inclusion (as discussed in Chapter 1), but also in specifically how inclusion and inclusive education should be structured and how it might be implemented (Fuchs and Fuchs, 1991). One or more aspects considered relevant for realizing an inclusive school are put forward, for

instance: funding, curriculum, teacher education, support services, parental involvement and the role of educators. Studies indicate that minor adaptations in the regular curriculum can easily lead to would-be inclusion, that an educator support team and intensive staff development make educators more self-confident and willing to accept a learner with special educational needs, and that new legislation affects the referral behaviour of schools (Porter and Richler, 1990; Pijl and Meijer, 1991; Pijl, *et al.*, 1997).

It is obvious that an almost endless list of essential steps to take, of necessary conditions to fulfil and of desired ways of working could be compiled from these research publications. Each of these do's and don'ts can be rewritten in terms of the key aspects relevant for making education inclusive. For most of these aspects it seems plausible that they contribute to realizing an inclusive school, but as yet we lack convincing evidence about their relevance. Studies show that certain innovations or changes do have an effect, but the link with inclusive education is often indirect and partial. At the same time it is clear that none of these are in themselves enough to realize inclusion (Pijl, *et al.*, 1997).

While variations in practice are enormous, both from country to country and within the same country (as discussed in the previous section), a need exists to examine the common aspects within different contexts that will bring about change in schools in order to be able to attain the goal of education for all. In the following pages, a number of key aspects are addressed concerning changes in regular schooling that can make schools more responsive to learners with special needs. These include various systems on societal, educational and inter-actor levels (as discussed in Chapter 1) and illustrate the dynamic interaction of these different levels within the social context.

2.4.2 Policy matters

Legal frameworks, as formulated in a wider political context seem to be crucial to the development of inclusive education. They are often based on international

human rights agreements, which encourage inclusion and guarantee resources. General policy frameworks stress the goals of providing equal opportunities and lifelong learning although the implementation varies substantially between countries and also within the same country.

It is increasingly recognized that policy development has to operate at all systems levels. Developments within communities have to be supported by local and national policies. National policies have to engage with the realities of life within local communities and ensure that strategies are in place to move local practice forward. There is increasing recognition too, of the harmony that is required between non-governmental organizations and between them and national, local government administrations and local community and religious organizations. The significant role of religious organizations in providing education in many countries is sometimes overlooked by international agencies (UNESCO, 1999).

The policy should describe the physical environment, together with facilities for learners with special educational needs. If access is difficult or not possible, the policy should address areas for development, including bids for building alterations, or small equipment such as ramps. Statements about access should refer to equality of opportunity for learning, including the curriculum, resources and extra-curricular activities and trips (Kenward, 1997). Any educational policy should state its intent to value individual achievement and skills. Display assemblies, learning resources and libraries should reflect the diversity of society and should celebrate difference. Furthermore, the equal opportunities policy needs to demonstrate the steps taken by the school to create an environment in which all learners can thrive and succeed. This requires education about special educational needs in the curriculum. A great deal of prejudice can be eliminated through informative education. Guidelines will be required to formalize procedures for staff if prejudice occurs. Such guidelines may be similar to existing policy on racism, bullying or name-calling (Kenward, 1997). Finally, the statements in the equal opportunities policy should reflect the equal value of all in the community and the need for all staff and learners to respect each other,

regardless of difference.

2.4.3 Funding

Education costs money. Where learners with special needs are concerned, it can cost a great deal. Specialist staff dealing with very small groups or even individuals, new or modified buildings, additional curriculum material, equipment ranging from cassette recorders to adapted microcomputers, special transport arrangements - all of these can add up to very considerable levels of expenditure (Hegarty, 1993). This impinges directly on the inclusion debate because new demands are being made on schools and local authorities.

Funding, as part of a policy framework for inclusion, is an important means in supporting the move towards inclusion. The different ways resources are allocated can either facilitate or obstruct the move towards inclusive education. If funds are not allocated in line with an explicit inclusionary policy, inclusion is unlikely to be realized in practice. The mechanisms of financing can explain discrepancies between general policies on inclusive education and the practical organization of inclusion. Funding mechanisms largely determine the type of provision that develops in individual countries, namely whether it is segregated or integrated provision.

In describing funding systems and in analyzing the relation between funding and inclusion, different models of financing of special needs education can be recognized (UNESCO,1999):

- Different funding models are used simultaneously for different groups of special needs learners.
- Different funding models are used by regional authorities.
- Different ministries are involved and this may also result in different approaches to funding.
- Funding of integrated services is usually different from the funding of special provision in separate settings.

In some countries, special schools are directly funded by central government funds, while central government also decentralizes funds to municipalities who in turn disburse the funds to lower levels such as local authority, communities and schools. Equally, funds are sometimes tied to pupils, and in some countries there are regulations, which advise whether these funds can be used for placement in regular provision or only for special school placement (UNESCO, 1999).

Reports from the European Union (EU) and the Organization for Economic Co-operation and Development (OECD) studies seem to reflect that countries that have a strong decentralized system for the management of special needs education seem to have more effective results in supporting inclusive practices (OECD, 1997).

The comparison of costs between inclusive and segregated settings is very difficult to make, and it seems to be strongly context-bound. Usually special school or special class provision is more costly because educators' salaries make up a large proportion of costs. Even in contexts where a learner with expensive support is educated in a regular school, it would come up to the average of the cost of education in a special school (UNESCO, 1999). However, there is also conflicting evidence that inclusive regular education provision in some countries is more costly at the beginning than special school provision (McLaughlin and Warren, 1994). Increased costs are reported in areas such as personnel, professional development, and renovating school buildings to make them accessible. However, most of these costs, except for hiring an increased number of paraprofessionals, are one-time expenditures required to provide inclusive education.

While it is difficult to have a say on the funds made available, there is a need to rethink where resources are placed and how they are allocated. When resources are targeted to specific learners, the responsibility of the school and classroom educators might be directed to individual learners instead of improving teaching practices to benefit all learners (UNESCO, 1999). Furthermore, this may

sometimes create an incentive to increase the number of learners officially identified as having special educational needs.

2.4.4 Curriculum

Successfully including learners with special educational needs into regular schools requires many changes within the school. The physical presence of learners in classrooms is no guarantee of their involvement in class and school activities: "integration" may happen but this is not necessarily "inclusion" (Thomas, *et al.*, 1998). If this is true, then it is especially so because of the curriculum. It is through the curriculum that messages are sent by the school. If some learners are seen to study a different curriculum from others then complex messages are being transmitted about their status in school, and indeed about their status as learners and as people. Functional inclusion of learners with special educational needs into the regular classroom life of the school will not be achieved without modifications being made to the curriculum. This inevitably means the creation of new teaching resources for the learners concerned.

A school's curriculum is *all those activities designed or encouraged within its organizational framework to promote the intellectual, personal, social and physical development of its learners.* In addition to formal lessons, it includes *so-called extracurricular activities as well as those features which produce the school's ethos, such as the quality of relationships, the concern for equality of opportunity* and the values embedded in the day-to-day life of the school. Learners learn from all of these things, so it is important that they form a coherent whole along with lesson content and the other formal aspects of school life (Warnock, 1978).

Curriculum matters stand out as a key issue when working with schools and educators in sustaining inclusion and maximizing participation of all learners. If inclusion is the goal, meaningful learning opportunities need to be provided to all learners within the regular classroom setting. The curriculum should be broad in

the sense of bringing all learners into contact with an agreed range of areas of learning and experience. It should be balanced in that it allows the adequate development of each area without undue specialization or the neglect of any area. It should be relevant to learners' present and likely future needs, and be seen as such by learners, their parents and the wider society. It must be sufficiently differentiated to allow for differences in learners' abilities and situations. The curriculum must take account of the fact that learners' development is a continuous process and must provide for a systematic progression from one learning stage to the next (Hegarty, 1993).

Curricula should be adapted to learners' needs and not vice versa. Learners with special educational needs should receive additional instructional support (continuum of support, not placement) in the context of the regular curriculum, not a different curriculum. Technology should be used when necessary to enhance success, and schools and countries should develop and share capabilities. Curricular content should enable learners to develop (learn) and not only to acquire knowledge through formal instruction. Furthermore, matters related to the curriculum have to be seen in the light of flexibility within the system, particularly as regards assessment of learning, educator preparation and availability of learning support to learners (UNESCO, 1999).

Listed below are points that reflect the ways in which countries have addressed curriculum matters with respect to special educational needs (UNESCO, 1999):

- following mainstream curriculum/national guidelines which set broad goals, principles and values;
- the exemption from some subjects;
- adapting individual learning programmes within the context of the mainstream;
- differentiation in input, output, tasks, mode of delivery and context to take account of individual learning needs;
- outcomes-based education stressing learning achievement of learners and their progress through the curriculum;
- generic life skills and functional independence courses to complement key

learning areas of the regular curriculum, especially foreseen for learners with severe learning difficulties;

- development of individual educational plans worked out jointly between educator, learner, parent and support educator;
- development of materials to assist educators with differentiation.

Within national, provincial and institutional parameters, educators must play a central role in developing curricula and therefore have a crucial role to play in developing a curriculum that addresses diversity and overcomes and prevents barriers to learning and development.

Learners should be involved in various ways in this process. A variety of community resources including NGO's, business, education support personnel and other relevant human resources should be involved in curriculum development.

As schools institute inclusion programmes, educators will not only have to change the way they teach, but also what they teach (Heron and Jorgensen, 1995). Consequently, educators' use of effective instructional practices is one of the most consistently cited conditions associated with successful inclusion (Lipsky and Gartner, 1996b; Schaffner and Buswell, 1996; Scruggs and Mastropieri, 1994). In these studies, successful inclusion involved the meaningful participation of learners with disabilities in social and academic activities within the general education classroom. Use of instructional practices such as flexible grouping, cooperative learning, peer support, and activity-based learning has been noted in classrooms characterized as having achieved successful inclusion (Janney and Snell, 1996; Scruggs and Mastropieri, 1994). In contrast, educators have been observed to use whole-class, educator-directed instruction in classrooms where included learners were not engaged in learning and were not socially integrated (Baker and Zigmond, 1990; McIntosh, Vaughn, Schumn, Haager, Rothstein and Lee, 1993). According to Pearman, Huang and Mellblom (1997), such educators may not have the training necessary to meet these new challenges. In addition, they may find themselves working with other

professionals who are likely to have different perspectives and training (Baines, Baines, and Masterson, 1994). The practices and beliefs of classroom educators are critical to the development of good inclusion programmes because they affect the determination of those educators to succeed as their professional roles change.

These studies suggest that successful inclusion is more likely to be evident in classrooms in which educators differentiate their instruction relative to learners' needs.

2.4.5 Teacher education

For all countries, educators themselves are the most costly and most powerful resource that can be deployed in the education system. For countries where material resources are relatively scarce, this is particularly the case. The development of this resource is, therefore, crucial in any sort of education system (UNESCO, 1999). In inclusive systems, it is particularly important because inclusion creates new and significant challenges both for regular school educators - who have to respond to a greater diversity of learners' needs - and for special educators who find the context and focus of their work changing in major ways.

Professionals working in a school system need training to support educational restructuring. School reform will not take place without a corresponding reform in training. If whole-school policies are to be implemented, with all the attendant implications for academic organization, curriculum content and teaching strategies, educators must change or be changed. Those who provide services, whether they are from Education, Health or Social services, must modify both the nature of their services and how they deliver them. Administrators, too, must adapt the ways in which they allocate the necessary resources (Hegarty, 1993).

It is common for classroom educators to feel abandoned, insufficiently supported,

and inadequately trained subsequent to placement of learners with special needs in their classrooms (Salend, 1994). In fact, many classroom educators have received no prior training on teaching learners with special needs (Rojewski, Pollard and Meers, 1990; Veir, 1989; Weber, Puleo, Kurth, Fisch and Schaffner, 1988) and, as a result, are not confident in their knowledge and skills for planning adaptations for these learners (Schumm and Vaughn, 1992). From the foregoing one can confirm the logical expectation that increased educator training is a key aspect to consider if the instructional adaptations necessary for effectively including all learners are to be widely implemented.

Different countries have, however, begun to train all educators in special needs education. Country reviews on educator development over the past five years indicate the following (UNESCO, 1999):

- There is some coverage of special educational needs within general initial training; some countries provide at least an introduction to special educational needs for all learners.
- Most countries have provision for in-service training in the form of courses and workshops.
- Most countries seem to place emphasis on in-service training more than on initial training.
- School-based training has been a welcome model in that it creates conditions in school, which would facilitate inclusion and thus prepare educators to work in favourable pedagogical environments. Furthermore, this form of training builds on the expertise of educators in solving actual problems "on the ground".
- The great majority of countries reported specific arrangements for educators specializing in special education. (Educators specializing in special needs education are commonly trained educators with teaching experience in regular schools.)
- Training of specialists (special educators) in a number of countries has also been addressed at the in-service level, namely imparting additional knowledge and skills in working collaboratively with regular educators and in assuming new roles in providing learning support.

- Re-orienting trainers in both regular and special training institutions has often been done in the form of in-service training.

Dealing with a learner with special needs does not require a radically specialized or different pedagogical approach, as is often believed. The competencies required to teach a learner with special needs are similar to those required for good classroom teaching. Some important qualities that could be found in the training of educators include the following (Miron, 1994):

- they should be instilled with an understanding that they are responsible for all learners regardless of their abilities;
- they should be able to identify and assess disabling conditions;
- they should be aware of how to make classroom and curricular adaptations as well as changes in their teaching methods to assist learners with special needs;
- they should be prepared and trained in cooperative approaches to meeting the needs of learners; these can involve learner tutors, family members or others;
- they should be familiar with community and government agencies which can provide assistance to families and individuals;
- they should be aware of where and who to turn to in order to receive advice or assistance concerning the instruction of learners with special needs; and
- they should be instilled with positive attitudes toward these learners, and they should obtain an optimistic picture of what can be accomplished.

By and large, countries are in a state of flux with regard to dealing with educational and other reforms. The emphasis on general or special education to implement inclusive practices varies considerably among countries, which further affects teacher education. It seems that in many countries, training to support inclusive education is provided through in-service training while the pre-service training is still in a phase of transition. However, this transition period could be beneficial for the move towards inclusive education in that a dialogue between countries about teacher education can be very useful (UNESCO, 1999).

Whilst there is an increased understanding as to how teacher education in support of inclusive education should be organized, there has been less discussion on the reorientation of the work of special needs education specialists in higher education and training institutions. As the system becomes more inclusive, such specialists are in need of development as much as their regular educator and administrator counterparts. One strategy, which seems to be effective, is to encourage higher education specialists to involve themselves in school-based developments. By doing so, they become facilitators for the educators but also gain practical experience of the implementation of inclusive education.

2.4.6 Support services

Schools require a wide spectrum of support services if they are to achieve the envisaged curriculum and organizational reforms. This support must encompass knowledge, advice and the deployment of expertise that school staff lack. It may extend to the provision of specific resources. It can be provided directly to learners or it can be given to educators in the hope that learners will benefit directly.

School support to facilitate inclusion can take the form of:

- smaller class sizes;
- immediate support for regular class educators from special educators and from assistants, in the form of direct or indirect support to learners;
- the reduction of educator:student ratios;
- increased skills in curriculum differentiation and the development of more flexible pedagogies, corporate curriculum development, including the making of curriculum materials to meet the learning needs of learners (in-service training);
- peripatetic qualified teams providing support to a cluster of schools;
- professionals/specialists such as psychologists, therapists, social workers

and others;

- local education authorities, school inspectors and councilors (UNESCO, 1999).

The effective delivery of support is crucial to successful inclusion, yet surprisingly little attention has been paid to the ways in which support works in classrooms. The local education authority has been a key part of the context within which schools operate. So long as schools are answerable to local authorities and have their budgets managed by them, school reform of the kind envisaged here, must take place within parameters laid down by the local authority. The interaction between the authority and school reform can be viewed from two perspectives. On the one hand, the local authority sets the limit of what is possible, through policy requirements and the allocation of resources. If it is policy, for instance, that learners with visual impairments should be educated in a special school and resources are deployed accordingly, it is unlikely that a primary or secondary school would be able to establish provision for such learners. On the other hand, the authority would provide support specifically to assist schools in their task of reform (Hegarty, 1993).

Apart from the support being provided by school authorities, it is furthermore important to recognize that the practicalities of adapting classrooms to accommodate the learning needs of all learners have fallen mostly on class educators. These educators have to deal with great demands both in and out of the classroom in the process of delivering the curriculum in a way which is relevant to the diverse needs of their learners. This situation often creates stress and can exacerbate feelings of loneliness and isolation (Hall, Campher and Smit, 1999).

Many classroom educators feel that they do not have sufficient training and support to meet many of the challenges presented by the learners in their classes and the general problems facing the school as a whole. The development of collaborative relationships among educators so that expertise may be shared, is crucial to the success in meeting the diverse needs of all

learners in inclusive education settings (Thousand and Villa, 1990).

Staff working cooperatively with other colleagues and ancillaries such as educators' aides, classroom assistants and special needs assistants, can have a considerable bearing on the rate of development and the successful inclusion of learners for whom it is provided. Further, such cooperation can have an important bearing on the viability of arrangements which have been made (Stakes and Hornby, 1996).

The role of the educators' assistants and their professional relationship with the class educators are vital. The assistants need to be well informed on a number of aspects of any lesson at which they are present. Some of the most important of these are:

- the content of the lesson and educator expectations of the learners about whom they are concerned;
- the educator's awareness of potential difficulties of learners; and
- the educator's expectations as to the role of the assistant during the lesson.

The educator is, of course, in overall control of the lesson and its direction and content. In this situation the educator's role is to design the appropriate learning programmes. The assistant's role is to implement them. However, the relationship with the assistant should be conducted on a two-way basis. Assistants often have useful suggestions to make with regard to learners' work and progress, or relevant knowledge of them in another situation, which could be influential in future planning (Stakes and Hornby, 1996).

The question must also be raised as to the overall role of assistants in the classroom. It must be decided whether they should work with other learners experiencing difficulties as part of their learning process, or work only with those designated to them. The evidence of good practice indicates that the educator must be flexible with regard to the assistant. Although focusing primarily on the designated learner for much of their time, the assistant should also work with

others who need help when this is appropriate. Experience indicates that the rest of the learners in the class resent the fact that one learner monopolizes the assistant. On the contrary, they welcome the extra time, which they can be given. Further, if the aide works with the whole of the learner group it tends to benefit the social inclusion of the targeted learner (Stakes and Hornby, 1996).

In an inclusive classroom all learners are important, but those who experience barriers to their learning and development make special demands on educators, who have to find ways of meeting their special educational needs. Educators address these needs by providing learning support. In other words, they make it easier for learning to happen (Green, Forrester, Mvambi, Janse van Vuuren and Du Toit, 1999). An educator might, for example, adapt the curriculum by providing more written input for a learner with an auditory impairment and at the same time modify the physical arrangement of the classroom so that he/she can lip-read more easily. Simultaneously, the educator could involve a social worker with the family and encourage the school to develop a partnership with local businesses in terms of vocational opportunities for school leavers (Green, *et al.*, 1999).

Learning support is not something new to educators. In one sense, teaching is always about providing learning support. It is an educator's task to make it possible for learning to occur. This support may have to be extended, or take a special form, in order to accommodate particular learning needs. Some learners will be studying at a different level of difficulty and/or a different pace, or may even require special materials. Some will be demonstrating what they know in written form, while others may only present orally. Some may need help in structuring their study and timetable. A few may need specialized equipment, for example a hearing aid or computer.

External support services may be available, but they have only limited possibilities in responding to the learners' needs immediately as they arise. Empowering educators to solve the problems through skills improvement and on-going in-service training thus seems to be crucial. Finally, professionals can offer

useful insights and practical suggestions to educators, but educators themselves have the responsibility of ensuring that learning and development do take place.

2.4.7 Parent involvement

Parents are a crucial component to educational change. Fostering their understanding is necessary to ensure positive communication between home and school. Parents of both disabled and non-disabled learners need to understand inclusive education as a positive component of their child's education. Parents need to be made aware of school philosophy changes, and administrators can support educators and learners by hosting information-sharing forums. These can be part of a parent-educator organization agenda or monthly parent meetings during the school day. It is important to host face-to-face forums in addition to written correspondence through newsletters to parents. This supports building respect for home-school coordination, and if people feel respected, they will share concerns and information.

All parents can contribute valuable information about their children because they have known them throughout their lives and have been the ones who have participated in all previous contacts with professionals in order to assess and plan for meeting their child's needs. Information concerning learners' likes and dislikes, strengths and weaknesses, along with any relevant medical details can be gathered by educators at parent-educator meetings. Many parents feel more comfortable on their own territory and generally appreciate it when educators offer to visit them. This also provides an opportunity to observe how parents cope with their children at home and to learn about any relevant family circumstances. Making full use of parents' knowledge of their children leads not only to more effective teaching, but it also makes parents feel that they have been listened to and that an active interest has been taken in their children (Stakes and Hornby, 1996).

Most parents are willing to contribute more than just information. Some parents

are able to collaborate with educators by reinforcing classroom programmes at home in activities ranging from checking homework diaries to conducting home-school reading or behavioural programmes. However, while involvement in such schemes should be offered to all parents, including those who have not collaborated in the past, it should be accepted that a small proportion of parents would not be able to participate for a variety of justifiable reasons. The class educator's role is to optimize levels of collaboration for the maximum number of parents (Hornby, 1995; Hornby, Davis and Taylor, 1995).

Furthermore, many parents have the time and ability to act as voluntary educator aides, either assisting in the classroom or in the preparation of materials, or in fund-raising. Others may have special skills which they can contribute, such as helping prepare newsletters, in craft activities, or in curriculum areas in which they have a special talent. In these times of contracting professional resources, educators should make sure that they make optimum use of this valuable voluntary resource. Therefore, invitations for parents to help at the school need to be sent out at least annually by such means as newsletters. Some parents are able to contribute their expertise through membership of parent or professional organizations. This includes being a school governor, a lay inspector, or being involved in a parent support or advocacy group. Others have the time and ability to provide in-service training for educators. Parents can also sometimes influence government policy regarding special educational needs through their involvement in school activities. Educators should therefore be continually on the look-out for parents who can contribute in these ways so that their abilities can be used to the full.

The value of parent involvement is undisputed. Problems exist when involvement of parents whose learners have disabilities is perfunctory or marginalized. Too often professionals assume an expert posture with families rather than a collaborative one. Successful professionals recognize the importance of working collaboratively with families and interacting with them in individualized ways (Davern, 1996; Dennis and Giangreco, 1996). The family is part of the collaborative team and should be considered a primary consumer of

educational and support services.

2.4.8 The role of educators

In the foregoing, various aspects were mentioned that are seen as relevant to achieving the goal of including learners with special needs into regular schools. Obviously, it is not only important where such learners are educated but also regarding the standard of provision they receive. This concluding section touches on one aspect that can be seen as determining the quality of inclusive education: the educators.

Any debate on educational innovation is linked to the views of the key persons, the educators. It is how they see their role and responsibilities, their perceptions and experience that affect the success of educational reform. They are the most important intermediaries of the education process.

Prior to the inclusion of learners with special needs into regular classrooms, the role of classroom educators with these learners was primarily limited to referring learners for special programmes. This frequently resulted in these learners being totally excluded from regular education programmes.

As a result of the inclusion movement, classroom educators will have to become significantly more involved in the education of all learners, including those with special needs. Ainscow, (1999); Booth, (2000a); Booth, (2000b) and Muthukrishna (2000) have suggested the following essential roles classroom educators need to perform in order to effectively provide educational services for all learners:

- Learning mediator;
- Interpreter and designer of learning programmes and materials;
- Leader, administrator and manager;
- Community, citizenship and pastoral role.

They further broke down each of these roles into a number of compliant practical skills educators need to have for inclusive education to succeed.

2.4.8.1 Learning mediator

In this role the educator must be able to perform the following skills:

- Creating a learning environment in which learners challenge stereotypes about language, disability, race, gender, ethnicity, culture and geographical location;
- Undertaking analyses of barriers to learning and participation in the local schooling context;
- Creating an environment in which all learners are equally valued;
- Developing strategies, through the curriculum, to build learners' self-esteem.
- Creating lessons that are responsive to learner diversity;
- Developing resources to support learning diversity;
- Drawing on community resources to support learning;
- Drawing on a variety of instructional strategies and assessment techniques and developing the ability to use them effectively and appropriately;
- Judging learners' performance and competence in a fair and sensitive manner.

2.4.8.2 Interpreter and designer of learning programmes and materials

Skills that the classroom educator need to acquire for this role include:

- Interpreting, selecting and adapting learning programmes so that they are responsive to learner diversity;
- Designing learning resources and materials that are supportive for the

subject taught and appropriate to the age, ability, language competence, gender and culture of learners;

- Designing original learning programmes so that they are appropriate for the context in which they will be used;
- Planning, reviewing and teaching in partnership in order to ensure the most appropriate programme decisions are made;
- Recognizing biases, deficiencies and barriers in existing curricula and materials, and working towards addressing them.

2.4.8.3 Leader, administrator and manager

Compliant skills to perform this role effectively include:

- Managing various approaches to teaching, such as group work, collaborative learning, individualized learning, and peer-mediated learning in different educational contexts and with diverse groups of learners;
- Working with other peers in participative decision-making and collaborative teaching with the aim of maximizing the participation of all learners;
- Creating an inclusive ethos in the school where all learners, staff, parents and community members are valued;
- Resolving conflicts in the classroom and school in a sensitive manner;
- Supporting the involvement of parents and the community, and building structures to facilitate this;
- Accessing human and material resources from the community in order to maximize the participation of all learners;
- Planning collaboratively with peers in developing ongoing staff development programmes that are relevant and meet local needs;
- Applying research in inclusive education in a way that is meaningful to educational problems;
- Promoting and supporting innovative practices in order to improve the school's responsiveness to diversity;

- Managing and facilitating institutional and organizational change.

2.4.8.4 Community, citizenship and pastoral role

In this role, the classroom educator must be able to perform the following skills:

- Responding to current social influences that place learners' at risk, such as violence, HIV/AIDS, substance abuse, teenage pregnancy, poverty, environmental degradation;
- Showing an appreciation and respect for people of different values, beliefs, practices and cultures;
- Valuing, affirming and supporting all learners in the classroom irrespective of diversity;
- Developing school-based support structures for learners in need of counselling, and social and learning support;
- Developing a pastoral care programme to support personal, social and emotional development of learners and educators that is both reactive and proactive in nature;
- Developing a discipline policy that is based on mutual respect;
- Facilitating a partnership between the school and parents, community members, and community organisations, for example, disabled people's organisations.

In general, the classroom educator controls the educational programmes for all learners in the classroom, including learners with special educational needs, learners at risk of developing problems, and those classified as gifted and talented. It is thus important that classroom educators should accept their roles in a positive manner in order to make schools more inclusive. The attitude of the educator towards learners and the general climate the educator establishes in the classroom will have a major impact on the success of all learners, particularly those with special educational needs.

2.4.8.5 Educators' views and beliefs in inclusive education

The way in which we educate our learners is a reflection of our views and beliefs. Segregating learners on the basis of disabling conditions reflects the belief that these learners are different, different in their needs and aspirations, and incapable of benefiting from that which is provided to "normal" learners.

Views about learners with special needs vary from society to society in accordance with the particular socio-cultural, economic, political and religious dimensions. They also vary according to the different categories of disabling conditions, and in most societies it is possible to note a "hierarchy of disabilities", where disabling conditions are ranked in terms of the public's degree of acceptance or dislike. There are many resilient forces against change within the established views present in particular societies.

Sometimes change is opposed by those who have a vested interest in segregated systems of provision, and in other instances it may just be the general folks who adhere to the "It's okay – but not in my backyard" phenomenon (Miron, 1994). This latter group can be typified by parents of "normal" learners who fear that the quality of education will deteriorate when learners with special educational needs attend the local school. In many traditional societies, the beliefs that spirits – good or bad – dwell within learners with disabilities influence greatly the treatment they receive and the educational provision which they are given. As highlighted by these examples, the role of views, both collective and individual, is important and influential in the provision of services for learners with disabilities.

It is argued that educator's beliefs and views are critical in ensuring the success of inclusive practices. Educators' acceptance of the policy of inclusion is likely to affect their commitment to implementing it. They are also considered to be in an excellent position to evaluate the impact of such practices on the learners involved.

The importance of investigating views on learners with special educational needs has long been recognized (Antonak, 1982). As far as educators are concerned, views are potentially important because of their impact on educator-learner interactions, as well as for their relatively indirect effect on learner-other interactions (Beckwith and Matthews, 1995). The relatively direct effect of educator views on interaction with learners has been described by Gold (1980) in terms of an expectancy model. According to Gold (1980), negative views lead to low expectations of the disabled learner. Where low expectations occur, reduced learning opportunities are provided, and performance of the disabled learner is affected. This outcome confirms the low opinion of the learner's potential, and thus the "deviancy cycle" is perpetuated. Positive educator views are seen as critical in turning the "deviancy cycle" into a "competency cycle". Recognition of strengths leads to higher expectations, increased learning opportunities and increased performance. Therefore, according to Gold (1980), educator views, educator behaviour and learner behaviour are connected in a feedback system.

A further complication of educators' views, specifically towards learners with special educational needs, is that they are not only reflected in their teaching methods and interaction with learners in their class, but they also affect the way learners with special educational needs see themselves. Petty and Sadler (1996:15) refer to various studies which claim that "learners not only tend to conform to the expectations held by their educators, but also that the extent to which these are communicated, influences both the way learners perceive themselves and the manner in which they are viewed by their peers". Steyn (1993:124) refers to the "Pygmalion-effect", whereby learners' academic successes are often seen as a reflection of the educators' expectations of the learner.

In addition to the effect on direct interaction, educators' views may also have an impact on the way learners interact within their external networks. People with disabilities have been described as operating within three social circles: the inner circle of relatives, friends and peers; the central circle of rehabilitation professionals (educators, psychologists, etc.) and the outer circle of the general

public (Antonak and Livneh, 1988). One of the roles of educators is to mediate, where necessary, between the learners with special educational needs and members of these other social circles. The educator's role as mediator between learner and community has become increasingly important. The policy of deinstitutionalization was mounted on the philosophy of normalization. Normalization involves community integration, and community integration implies social integration. The assumption that contact alone between people with disabilities and people in the community would result in views conducive to social integration has been challenged (Pittock and Potts, 1988), and according to Jones and Guskin (1984), a necessary precondition for integration is a change in views. Again, educators' views may be critical, given that a major contemporary role of the educator is to advocate on behalf of the disabled person in a variety of community forums. If educators project or reinforce negative views to people with disabilities, members of the community may adopt these. The potential for a "deviancy cycle" involving educators, learners and the community is evident. If educators are to be instrumental in mediating social inclusion, then the starting point must be their own views.

- ***Studies on educators' views towards inclusive education***

  There have been a number of attempts to study the views of educators towards inclusive education. These have ranged from descriptive methods, anecdotal records, interview data and questionnaires. On the whole, the similarity of findings is impressive despite differences in samples of educators, varieties of definitions and methods used in obtaining data.

  Educator views that emerged from the research studies can be categorized as follows: views towards the philosophy of inclusion, educators' views of their competency to teach learners with special educational needs, views of special and regular educators towards each other, views about who should be mainstreamed/included, and finally the

educators' views on learning outcomes of inclusion. Within each of these categories there can be a large number of specific factors or variables. Some are well known and widely documented, others have not been well explored in relation to this particular problem. Some of these factors/variables can be manipulated through policy interventions within and outside of the school; others cannot.

- ***Factors/variables that might influence educators' views***

A review of the literature on educators' views to inclusion shows that there are numerous variables, which may influence educators' views towards inclusion (Engelbrecht, Eloff and Newmark, 1997; Shechtman and Or, 1996:38; Hegarty, 1994b; Vlachou and Barton, 1994; O'Reilly and Duquette, 1988; Hayes and Gunn, 1988):

- The fact that educators often feel that they have been compelled to make changes in which they have not had any substantive participation in policy decisions;
- Educators' belief and confidence in their own abilities to teach learners with special educational needs; fear and failure, as well as their concerns for the needs of "regular" learners in their classes;
- Educators' past experiences of teaching learners with special educational needs and their knowledge and conceptions of disability and learning difficulty;
- Educators' perceptions of successful learning outcomes, especially in terms of Individual Educational Programmes for the individual learner with special educational needs, and educators' satisfaction with these outcomes;
- Special training that educators have received to cope with learners with special educational needs, courses that they have attended/in-service training they have received;
- Educators' gender and age as well as their experience in teaching;
- Availability and provision of sufficient support and resources,

closely linked to school financing;

- The nature of the learners' special educational needs and the amount of additional responsibility and time required of the educator to work with learners with special educational needs; and
- The fact that educators' views are also often linked to the nature of their society: *... it is assumed that educators who value democracy tend to be more open, flexible and person-orientated, hence they are expected to perceive inclusion as well as other diversities, as more a challenge than a hardship. In contrast, authoritarian educators, who tend to value power and hierarchy, are likely to be more task- and achievement-orientated and therefore less receptive of diversity* (Shechtman and Or, 1996:138).

Having teased out some of the major factors/variables influencing educators' views towards inclusive education, consideration will now be given to the views of educators towards inclusive education as discerned by individual writers and researchers. Inevitably, there will be some overlap, but hopefully a fuller picture of this complex issue will be obtained.

- ***Views towards the philosophy of inclusion***

It has been posited that educators' views regarding the underlying philosophy of inclusion are important predictors of positive or negative effects (Ringlaben and Price, 1981). Westwood (1993), proposed that educators have definite views and expectations about inclusive practices and that the *values and beliefs of individual professionals often directed the range of choices that were available* (Hasazi, Johnston, Ligget and Schattman, 1994, p.503). Jordan, Kircaali-Iftar, and Diamond (1993), proposed that acceptance of inclusion depends on whether a person's beliefs were "restorative" which assumed that the answer to the problem was within the learner, or "preventative" which considered that different

environments and interventions would affect the learner's achievement. Jordaan, *et al.* (1993), predicted that educators either would be more accepting of the learner with a disability in their classroom (preventative types) or prefer referral of the learner to alternative segregated placements (restorative types).

While research has shown that in the past some educators believed that the learner with a disability had a right to equal educational opportunities (Harvey, 1992; Semmel, Abernathy, Butera and Lesar, 1991) educators' views towards inclusive placements were in general very negative (Barnartt and Kabzens, 1992; Center, 1987; Center and Ward, 1987; Giangreco, Dennis, Cloninger, Edelman and Schattman, 1993; Hudson, Graham and Wamer, 1979; Ringlaben and Price, 1981), and affect the outcome of inclusion (Bain and Dolbel, 1991; Forlin and Cole, 1993; Roberts and Zubrick, 1992; Walker and Gray, 1989).

Hayes and Gunn (1988) and Thomas (1985) also revealed that regular school educators do not hold positive views towards the inclusion of learners with special educational needs. The majority of regular school educators would prefer not to have to teach learners with special educational needs, and they associate the presence of such a learner in their class with trouble (Pastor and Jimenez, 1994). In a study using focus group interviews conducted by Vaughn, Schumn, Jallad, Slusher and Saumell, (1996), it was reported that the majority of educators had a negative view towards inclusion. In a comparative study conducted by Leyser, Kapperman and Keller (1994) on educator views, it was found that educators in most countries had a neutral view towards inclusion, with the exception of educators in the U.S.A. and Germany who were mostly positive. Legislation supported the inclusion of learners with a disability and the United States of America provided the mechanism to guarantee funding to ensure its maintenance. Nevertheless, research in the United States of America that has examined educators' acceptance of the philosophy of inclusion, has found varying levels of support (Ringlaben

and Price, 1981; Semmel *et al.*, 1991; Knoff, 1985).

In other studies it has been reported that while educators agree theoretically on the idea of school integration, they hold a negative view towards implementation (Bowman, 1986; Pastor and Jimenez, 1994). Although traditionally, regular school educators have not been supportive of increased inclusion of learners even with mild special educational needs (Bacon and Schulz, 1991), it has been found that regular school educators may in fact appear no more negative than their special education colleagues (Lampropouloug and Padeliadu, 1997), while special school educators are very concerned with the accommodation of learners' needs in the regular schools (Vaughn *et al.*, 1996).

Nevertheless, in some findings there is a trend emerging that indicates that educators are becoming more positive towards inclusion (Wood, 1992), and regular school educators are holding a more positive perspective of inclusive services (Whinnery, Fuchs and Fuchs, 1991). Finally, in the field, some regular educators have displayed an enthusiastic professional dedication to the development and implementation of inclusive school practices (Giangreco *et al.*, 1993; Hollowood, Salisbury, Rainforth and Palombaro, 1994).

- ***Educators' views of their competency to teach learners with special educational needs***

Many educators feel that they are not equipped to deal with learners with special educational needs (Hoover, 1994). They do not have the knowledge and experience of disabled learners, or of programmes for these learners. Lack of information about exceptional learners and inclusion affected classroom educators' views and recommendations about placements for these learners (Hutchinson and Hemmingway, 1984). The level of an educator's education or amount of training about

learners with a disability was found to be significantly related to educator acceptance in four studies reviewed by Jamieson (1984). He found that educators who were fully trained special educators, had more realistic views towards placement decisions, although they were not necessarily more accepting of inclusive practices (Jamieson, 1984). Similar findings were reported by Stephens and Braun, (1980) and Trent (1989). They argued that educators would be more willing to accept learners with special educational needs if they received training in special education.

With the introduction of different educational practices many experienced regular educators no longer themselves to be experts in their teaching role and regarded were concerned that they were novices in view of the many new policies being introduced (Center for Policy and Leadership Studies, 1995). In particular, educators expressed concerns regarding their own ability to cope with inclusive practices because of a lack of confidence in their own knowledge (Center and Ward, 1987; Westhood, 1993), or inadequate training (Horne, 1983; Ringlaben and Price, 1981). A lack of expertise in being able to plan effectively for inclusion in the areas of curriculum has also been found to be a dilemma for educators (Schultz, 1982). While there appeared a need for better training of regular educators (Elkins, 1994; Mittler, 1992), researchers have varied in where the emphasis should be placed, with some recommending pre-service (Glomb and Morgan, 1991; Guralnick, 1991; Ringlaben and Price, 1981) and others recommending in-service training (Marozas and May, 1988).

- ***Views of special and regular educators towards each other***

The introduction of a policy of inclusion requires both special and regular educators to work cooperatively towards a common goal. This ability to collaborate effectively has emerged as a highly important competency skill required by educators (Westwood, 1983). The attitudes of regular and special educators towards each other's ability to cope with inclusion,

however, have been far from supportive. In the study by Center and Ward (1987), it was found that there was a very low satisfaction rate accorded to resource educators by regular educators. According to the regular class educators, resource educators appeared to lack specialized training or specific qualification and regular educators were "*extremely doubtful about the current capacity of the resource educator to be an effective support in the classroom*" (Center and Ward, 1987:53). Conversely, in research by Safran and Safran (1988), special educators perceived themselves as possessing substantially superior skills compared to regular school educators. Wilton (1993) forwarded the pessimistic view that regular educators will not become as committed, understanding, and insightful as special school educators. A similar view was expressed by educators in the research by Semmel *et al.* (1991), who were less than optimistic that regular school educators would accept responsibility for learners with a disability in their classes. Such differences in opinions may reflect a person's underlying beliefs regarding acceptance of the philosophical underpinnings of inclusive practices.

- ***Views about who should be mainstreamed/included***

A potentially important area that has been largely omitted from discussions of inclusion is the nature and severity of learners' disability. Although inclusion implies the acceptance of learners with a range of disabilities, prior research suggests that educators' views and expectations regarding learners vary as a function of learner disability (Diebold and Von Eschenbach, 1991; Shotel, Iano and McGettigan, 1992; Soodak and Podell, 1993).

Several researchers have argued that the interpretation of findings concerning inclusive education would be greatly facilitated by desegregation of learners with disabilities by type of disability (De Stefano and Wagner, 1991; Fuchs and Fuchs, 1994; Kauffman, 1993). In one of

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the few studies that explicitly explored educators' views towards inclusion in relation to learner characteristics, Wilczenski (1992), found that educators held more positive views toward learners with social or physical disabilities and held more negative views about the inclusion of learners with academic or behaviour problems. In support of the foregoing findings, Barnartt and Kabzems (1992) also sought educators' beliefs in Zimbabwe regarding integrating learners with four different types of disability (physical, visual, hearing, and intellectual), either full- or part-time. Learners with a physical disability were accepted four times more often than those with an intellectual disability, with 42% of educators considering they should be integrated full-time and 52% part-time. Only 11% considered that a learner with an intellectual disability should be integrated full-time and 35% proposed part-time inclusion.

In another study, Cant (1994), reported that in Alberta, Canada, where since 1987, the Government had been committed to providing "full and equal participation" for learners with a disability, educators were most concerned about the inclusion of learners with behaviour disorders. In particular, educators were reluctant to accept a learner who displayed psychotic behaviour as they considered themselves inadequately trained to deal with such problems. This preference ranking for acceptance indicated the different views of educators when considering different disabilities and the degree of inclusion, but did not take into account the severity of the disability. Stewart (1983), reported less acceptance as the type of disability becomes more severe.

- ***Views on learning outcomes of inclusion***

A body of research now exists on the consequences of educating learners with disabilities in classrooms alongside learners without disabilities. Research has shown positive effects for learners with disabilities in areas such as reaching individualized education programme (IEP) goals (Hunt,

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Goetz and Anderson, 1986), improving communication skills and social skills (Jenkins, Odom, and Speltz, 1989), increasing positive peer interactions (Lord and Hopkins, 1986), many educational outcomes (Slavin, 1990), and post-school adjustment (Piuma, 1989). Positive effects on learners without disabilities include the development of positive attitudes and perceptions of persons with disabilities (Voeltz, 1982) and the enhancement of social status with non-disabled peers (Sasso and Rude, 1988).

In support of the above, Baker, Wang, and Walberg (1995) reported that learners with disabilities educated in regular classes do better academically and socially than comparable learners in non-inclusive settings. Furthermore, Hamre-Nietupski, Hendrickson, Nietupski, and Sasso (1993), found that it was special education professionals' perception that friendships between non-disabled and disabled peers could be achieved in general education settings and these friendships would benefit learners with disabilities. However, these special-education professionals perceived not only themselves, but also general education professionals, and parents of learners with disabilities, as individuals who need to take responsibility for promoting interpersonal relationships between learners with and without disabilities. Finally, York and her colleagues investigated the impact of inclusion on learners with disabilities in terms of social competence and the academic achievement of students without disabilities. York, Vandercook, Macdonald, Heise-Neff and Caughey (1992) found that educators and learners without disabilities perceived positive social competence benefits for learners with disabilities. Sharpe, York and Knight (1994) found that learners without disabilities in non-inclusive and inclusive settings have statistically similar academic achievement.

From a qualitative perspective, Pearman, Barnhart, Huang and Mellblom (1992) reported that the fully-inclusive education model has the potential to provide more effective education for all learners through autonomy at

the building level and better coordination among general and special education professionals leading to a strong general education system. Also, Diamond (1994) stated that an inclusive-pre-school programme in a north-eastern state has become so popular that it must employ a lottery system to select learners without disabilities for participation. Merina (1994:17) reported a mother's comparison of her daughter's cognitive-academic and other behaviours in segregated and integrated classrooms. In the segregated special education setting the learner was isolated, listless, and non-responsive. In the integrated setting the learner has become an active learner and "sees herself as one of her peers, a typical eight-year-old learner. Finally, Dr. Pat Cooper (March 10, 1993), a superintendent of an agency that implemented full inclusion, stated that fully-inclusive settings facilitated the learner's development of self-esteem, social skills, self-worth, and a sense of pride.

From the above it becomes apparent that educators' views play a very important role in the success or failure of an inclusive policy. Bishop, 1986; Hayes and Gunn, 1988; Marchesi, Echelta, Martin, Bavio and Galam, (1991) noted that in the field of education, educators' views have been considered to be one of the major factors guaranteeing the success of school integration of learners with special educational needs. Moreover, the views of educators towards learners with special educational needs are important because of the relationship, albeit complex, between educator views and their behaviour. The views of educators, the behaviour of educators, the behaviour of learners and the behaviour of the community members are interconnected in ways which have important implications for social inclusion, and hence for the prevailing philosophy of human services. Therefore, educators not only need skills training and experience in working with special educational needs, but also help in developing more positive attitudes to inclusion where necessary. However, although almost everyone would agree on the significance of educators' views for the effectiveness of inclusive education, the available research on the subject is inconclusive and

inconsistent.

2.5 SUMMARY

In this chapter the development of educational practices in relation to learners with special needs resulting from disabilities and other factors such as social, linguistic and economic influences, has been charted. Initially learners with different abilities have been catered for in special schools. This movement of institutionalization was however questioned at the end of the 1950s. This has led to the move towards normalization, which influenced the move towards integration, which was later adopted in all regions of the world. The integration movement has transformed itself into an apparently more radical inclusion movement and has broadened its international scope until inclusive education can now be seen as constituting a "global agenda".

The move towards inclusive education has resulted from a human rights perspective. This is based on a social justice paradigm of equal educational opportunities for all learners within the same classroom. The efficacy of this pedagogical change relies upon the underlying assumption that educators will be accepting of all learners in their classes and will be prepared to be accountable for all learners' educational outcomes.

Furthermore, attention has been given to the question of where learners with special needs should be provided educational and related services and how Western and African countries approach this question. The discussion of the setting for delivering educational services to learners with special educational needs focused on the different delivery models, such as segregated schools, self-contained/separate classes, resource rooms and lastly full-inclusion in general education classrooms. Each of these placements is more restrictive in terms of the learners' opportunity to interact with learners without special needs. Several advantages and disadvantages of the different placement options have been discussed.

Finally, the key aspects considered relevant for realizing an inclusive school were put forward. These include policy matters, funding, curriculum, teacher education, support services, parent involvement and the role of educators. It was also apparent that educators' views play a very important role in the overall success or failure of an inclusive policy. Therefore, educators need not only skills training and experience in working with learners with special educational needs, but also help in developing more positive views towards inclusion where necessary.

These structures, programmes and policies must deliver the support needed by classroom educators and their learners. The commitment to equity, and thus inclusion, requires continuing efforts to build on these approaches. Doing so can permit schools to better serve learners with special needs while creating more effective schools for all learners.

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CHAPTER 3

OVERVIEW OF EDUCATION FOR LEARNERS WITH SPECIAL NEEDS IN NAMIBIA

3.1 INTRODUCTION

Namibia has a history of over 100 years of oppression under German colonialism and the South African apartheid regime, of resistance against these oppressive regimes, and almost 30 years of liberation struggle. This history has left the newly-born democratic Namibia with an enormous amount of structural imbalances, particularly with respect to access to education, health care and productive economic activities. People were injured and became disabled during the liberation war while many went through traumatic experiences and are still in need of psychological treatment. A great number of disabilities could have been prevented if appropriate health care services had been available especially in the rural areas of the country (Bruhns, Murray, Kangueehi and Nuukuawo, 1995).

At Independence, the new Ministry of Education and Culture (MEC) faced the formidable problem of how to address this unfortunate heritage. The challenge was twofold. It was important to understand exactly how the education system was functioning and what could be done to improve it. At the same time, it was necessary to begin reforming the education system immediately.

In order to appreciate the difficulties facing the current Ministry of Basic Education, Culture and Sports (MBECS) in Namibia, it is necessary firstly to outline the legacies of the past with regard to the education of learners with special educational needs, prior to and after independence.

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3.2 EDUCATIONAL PROVISION FOR LEARNERS WITH SPECIAL NEEDS

The provision of education for learners with special educational needs in Namibia has developed along a sequence of stages largely similar to developments in various other countries (UNESCO, 1974; Putman, 1979; Stangvik, 1979; Miron and Katoda, 1991). Also, the order of appearance of the institutions that serve the learners with special educational needs is fairly constant. These similarities seem to be related to evolving and changing views as well as to the changing conceptualizations and labels applied to learners with special educational needs. However, similar to the South African education system, the extent of philosophical and political influences distinguishes the development of specialized education in Namibia from that in other countries (Du Toit, 1996). The Namibian education system, even after independence, is characterized by acute disparities, inequities and tensions. Policies of racial discrimination have left a legacy of differential allocation of resources to different racial groups. Some schools have highly educated educators, extensive equipment, and relatively small classes. At the same time, other schools have educators who have limited training and classrooms that are overcrowded and poorly equipped (MEC, 1993).

Regarding the general development of educational provision for learners with special educational needs in Namibia, it is possible to distinguish the following periods:

- Traditional Education;
- Missionary Education;
- Education under German Colonial rule;
- Education under South African rule:
    * Pre-apartheid era
    * Apartheid era
- Education after Independence.

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3.2.1 Traditional education

In the early nineteenth century, the boundaries of present-day Namibia contained a variety of different communities. In the centre and south, where the climate was generally too dry for crops, there were three main types of society: small San (Bushman) hunting bands; Nama and Damara clans herding sheep and goats, and ranging from a few score to a couple of thousand people; and Herero cattle pastoralists. By contrast, the Ovambo flood plain and the Okavango river valley in the north were fertile areas, where people lived in dense clusters of permanent settlement, separated by uninhabited woodland (Ellis, 1984).

Although there were variations between different indigenous communities, traditional education was generally part of everyday life. It was not the responsibility of a specialist labour force called educators (except, perhaps, the elderly). Rather, every adult had the responsibility, almost equal to that of parents, to teach, correct, or even punish any child. The roles and skills of adult society were learned through stories, riddles, poetry and memory tests, as well as through traditional songs, dance and games. The aim of traditional education was to conserve and transmit the people's cultural heritage, or beliefs, behaviour patterns, emotional dispositions, skills and tools from one generation to another (Ellis, 1984).

Regarding the education of learners with disabilities and education about disabilities, some Namibians were confined to superstitions. Each cultural group had its own superstitions or beliefs. These beliefs were usually the result of ignorance, fear of the unknown, trust in magic or chance or false information about the causes of disabilities. It was believed in some Oshivambo cultures that deformity in the newly born was the result of involvement in witchcraft and, therefore, these children were sometimes hidden from the public. In this culture, mothers were also forbidden to eat fruits which were joined together in the belief that they may have twins, and traditionally one of the twins was killed for fear that if both were kept alive a misfortune might befall the family of the children. Another belief, related to albinism, was that the baby was changed by the devil

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when left alone in a room. Others believed that looking at a grown-up person who is naked caused blindness. These beliefs were then passed on to the children who in turn passed them on to their own children (Mostert and Wahome, 1999).

3.2.2 Missionary education

The pioneers of Western education in Namibia were the London and Wesleyan Missionary Societies (1805), the Rhenish Missionary Society (1842), and the Finnish Missionary Society (1870). Like elsewhere on the African continent, the education provided by missionaries was motivated by the desire to convert Africans to Christianity (Amukugo, 1993).

As the primary aim of missionary education was evangelization, each missionary society established its own schools among an ethnic group with which it worked. The content of the missionary education consisted mainly of religious instruction, basic literacy and numeracy training and some practical skills in gardening, building construction and road-making. Girls were also taught domestic science and needlework. The skills learned were used in the service of both missionaries and settlers. From the above one may conclude that during the period of missionary education no specialized education was offered for Namibians.

3.2.3 Education under German colonial rule

In 1884, the German Imperial Government proclaimed Namibia a German protectorate. In 1890, Germany established a Deutsch–SüdWest Afrika administration and thus consolidated its power structure in Namibia (Amukugo, 1993).

Soon thereafter, a process of expropriation of land from Africans was successfully carried out. At the same time, Africans were systematically deprived

of their cattle. Between 1890 and 1891 alone, 20 000 head of cattle were obtained and transported overseas by ship (Amukugo, 1993).

The Africans in Namibia, who had lost most of their land and cattle, started waging war against the German colonialists in 1904. The German colonial forces defeated them in 1907. Until then, the Germans, who had been preoccupied with the expropriation of land and cattle and the consolidation of power and control over Namibian people, did not pay much attention to the development of education for the African population. Thus, although the German government exercised some measure of control, the running of educational institutions was to a large extent left in the hands of missionaries (Cohen, 1994).

While keeping African education inferior, the German colonial government worked hard in order to provide education for the European settler community. Thus, between 1908 and 1909, new schools and hostel facilities for whites only were built at Luderitz, Warmbad, Okahandja and Omaruru. By 1913, there were 20 schools for whites in Namibia (Cohen, 1994).

While education for whites progressed and was made compulsory, African education remained basically at the level of simple literacy and numeracy, Bible studies and practical industrial skills. As a result of the increasing needs of the growing settler community, carpentry and bricklaying were eventually added to the curricula for Africans by the German colonial administration (Amukugo, 1993).

As was the case in Missionary education it is apparent that no special school, nor special or opportunity classes were in existence during German Colonial Education.

3.2.4 Education under South African Rule

This period can be divided into two phases, namely the pre-apartheid era and the

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apartheid era.

3.2.4.1 Pre-apartheid Era

When South African armed forces dislodged the Germans from the territory during the First World War in 1915, there was little evidence of any organized educational services with the exception of a few schools for the whites. Missionary schools for Africans operated independently. In 1921, soon after the mandate, South Africa attempted to rationalize the various schools to consolidate its white control over them (Wellington, 1967). By Proclamation No. 58 of 1921, education in the territory was brought under South African control, and a White Department of Education under a Director of Education was set up. Initially, however, the Department of Education only controlled white schools, and the education of Africans continued to be limited to that offered by the missionaries (Noble, 1977).

In 1923, representatives of the State and missionaries attended a conference that specified the direction for African education (Report of the Commission of Enquiry into South West Africa Affairs, 1964) and the educational activities of the missionaries were brought under state surveillance. At the meeting with the missions, the South African administration imposed a normal course of schooling of not longer than four years (up to standard two). A provisional syllabus was drawn up, which included religious instruction, reading and writing in the mother tongue, writing and speaking either Dutch or English, elementary arithmetic, singing and hygiene. In addition, manual instruction in woodwork, metal work, gardening and building for boys, and needlework, basket-making and housework for girls were offered (Report of the Administrator of South-West Africa for the years 1925-1926:51). Examples of some ofthese activities can be seen in figures 3.1 and 3.2.

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FIGURE 3.1

MANUAL INSTRUCTION - HOUSEWORK

FIGURE 3.2

MANUAL INSTRUCTION – BASKET-MAKING

Hartmann, Silvester and Hayes, 1998:57-58

On examining the content of education during the Missionary and German periods, one becomes aware that the above syllabus was no more than a carbon copy of the old system. The South Africans did, however, add a few subjects to the "Training Schools syllabus, namely School Management, Geography, Local History and Nature Studies" (Amukugo, 1993). Looking at the outcome of the conference it is evident that no specialized education was in the drafted syllabi of 1923. The next 25 years saw little change in the status of education for the African, though considerable progress was made, both quantitatively and qualitatively, in the education of whites.

In both the history and the literature concerning the development and provision of education during the pre-apartheid era, it became apparent that no provision was made for learners with special education needs in Namibia. The literature, however, indicates that a few white learners with physical disabilities were indeed sent to special schools in the Republic of South Africa. According to Dr Müller, a former school director in the then South West Africa, their parents who had some contacts with special schools in the RSA, took the initiative. No support was given by the state at this stage. Before 1950 delinquents were sent to South Africa for rehabilitation under the Child Act (Müller, Personal Communication, 25 March, 2000).

3.2.4.2 Apartheid Era

In 1948 the Nationalists came to power in South Africa with a clearly defined policy of apartheid. Soon afterwards the South African government appointed a commission on Native Education in South Africa, which had as part of its mandate:

(a) the formulation of the principles and aims of education for Natives as an independent race, in which their past and present, their inherent racial qualities, their distinctive characteristics and aptitude, and their needs under ever-changing social conditions were taken into consideration, and

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(b) the extent to which the existing primary, secondary and vocational educational system for Natives and the training of Native educators should be modified in respect of the content and form of syllabuses, in order to conform to the proposed principles and aims, and to prepare Natives more effectively for their future occupations" (UNESCO, 1967).

This commission, known as the Eiselen Commission, reported its findings in 1951 and recommended that in developing Bantu education, the government should follow certain guiding principles derived from the Nationalist government's policy regarding African education, "that education should be the primary method of inculcating its (the government's) racial scheme in the minds of the young of all racial groups" (McGill, 1967). The Bantu education was to be broadly conceived so that it could be organized to provide schools "... with a definite Christian character", based on the three principles of guardianship, no levelling, and segregation as defined in the policy statement of the Institute of Christian National Education (Jones, 1970).

The recommendations of the Eiselen Commission were adopted by the Nationalist government in South Africa and applied to Namibia after the recommendations of the Van Zyl Commission, appointed in 1958. Among other things, the Van Zyl Commission recommended

(1) the replacement of mission schools by the community schools;
(2) separate administration of African education under the South West African Department of Education;
(3) the introduction of Bantu education syllabus; and
(4) the introduction of the mother tongues of various communities as media of instruction (McGill, 1967).

These recommendations were incorporated in the Education Ordinance of 1962. The result of these recommendations was an effective white control over the education of Africans for the promotion of ethnicity, and the ensuring of the maintenance of educational facilities for Africans at a level much lower than that of whites. This was evidenced by the disparity in the curriculum followed by the

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Africans and the whites, the qualifications of educators, educator-student ratios, and expenditure per learner (Noble, 1977). These inequalities are shown in tables 3.1 to 3.3.

TABLE 3.1

BLACK AND COLOURED EDUCATORS' QUALIFICATIONS, 1977

	Black		Coloured	
Qualifications	**N**	**%**	**N**	**%**
Professional qualifications with university degree	68	1.5	17	2.1
Matriculation or equivalent	1.100	24.6	236	29.2
Junior Certificate or equivalent	358	8.0	416	51.4
Standard VI	1.668	37.4	0	0,0
Other qualifications (e.g. technical)	10	0.2	0	0,0
No professional qualification but with university degree	10	0.2	38	4.7
Incomplete degree	1	0.02	0	0,0
Matriculation or equivalent	20	0.45	57	7.0
Technical or other vocational qualifications	15	0.3	0	0,0
No matriculation and no other qualifications	1.213	27.2	45	5.6
TOTAL	**4.463**	**99.8**	**809**	**100.0**

Mbamba, 1982:105

TABLE 3.2

EDUCATOR-LEARNER RATIOS OF THE NAMIBIAN EDUCATION SYSTEM, 1962 AND 1979

GROUP	Year	Black	Coloured	White	TOTAL
Primary school learners	1962	46.942	6.054	12.883	67.258
	1979	160.786	24.408	14.262	198.077
Secondary school learners	1962	147	181	2.995	3.323
	1979	11.609	4.659	6.618	22.886
Secondary combined	1962	47.089	6.235	17.257	
	1979	172.395	29.067	19.501	
Educators	1962	1.238	213	740	2.191
	1979	4.596	1.039	10152	6.787
Schools	1962	295	50	69	414
	1979	743	103	74	920
Learner/educator ratio	1962	38:1	29:1	23:1	
	1979	38:1	28:1	17:1	

Kennedy McGill, 1967:205; Leistner, Esterhuysen and Malan, 1980:57

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TABLE 3.3

GOVERNMENT EXPENDITURE ON EDUCATION

IN RAND, 1974 / 1975 AND 1975 / 1976

Ethnic Group	Fiscal Year		Expenditure per pupil 1975
	1974 / 1975	1975 / 1976	
White	12.351.000	14.451.000	614.94
Coloured	3.156.700	4.160.000	163.00
Black	7.374.000	9.135.000	68.38

Thomas, 1978:202

In 1962, the South African State President appointed a Commission of Enquiry into South West Africa Affairs under the chairmanship of F.H. Odendaal. In the field of education, the Commission recommended that (1) the education of the whites should continue to be the responsibility of the South West African administration, (2) the education of black and coloured populations should be transferred to the South African Department of Bantu Education, and Department of Coloured Affairs respectively, and (3) African Education should be developed integrally with various homelands (McGill, 1967). The Odendaal Commission's recommendations were implemented in 1964. The Commission recommended that the white educational services remain as before, that is, within the Administration's Department of Education with its director and specialist staff. Financing of white education was to remain the responsibility of the South West Africa Administration. The educational services of the various ethnic groups, e.g. Coloureds, Basters and the Namas were to be integrated within the Department of Coloured Affairs of the Republic of South Africa, which was also to take on the financial responsibility for these groups. There was to be a Regional Director in South West Africa assisted by specialist staff. The black educational services were also to be integrated within the South African Department of Bantu Education, which would also bear financial responsibility for the South West Africa black educational services. There was also to be a Regional Director within South West Africa assisted by specialist staff (Cohen, 1994).

Special education for white learners started in the then South West Africa in 1950 in the form of opportunity classes. It developed out of the primary school phase.

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These classes were offered to children with learning difficulties. Placement in opportunity classes was based on psychological assessments, which were done by a school psychologist.

Eros Primary School, situated in Windhoek, was the first school in Namibia to introduce opportunity classes. This practice soon expanded to other areas such as Keetmanshoop, Gobabis, Otjiwarongo, Tsumeb and Walvis Bay. After completion of the primary phase, learners were then either sent to Gamams Primary School for boys or Van Rhijn Primary School for girls. Both schools are based in Windhoek. Hostel accommodation at these two schools was provided for by the state. The opportunity classes at Gamams were later moved to Pioneer Boys' School, while the girls from Van Rhijn were shifted to Eros Girls' School. Only white learners had the benefit of opportunity classes, while the other racial groups were not catered for (Administrasie vir Blanke Onderwys, 1956).

In addition, remedial education was later introduced in white schools and expanded to coloured schools. This practice was offered to learners who had speech and language deficiencies. However, no form of specialized education was provided to other ethnic groups. Opportunity classes and remedial education have been in existence among the mentioned groups from then, until the present day Independent Namibia.

Learners with physical disabilities were sent to special schools in South Africa, based on their racial affiliation. White learners were sent to schools such as:

- the school for the blind - Jubileum, Worcester;
- the school for the deaf, Worcester;
- the school for cerebral palsied, Eastern Cape;
- the Transoranje school for the deaf;
- the Jan Kriel school for the epileptic;
- the Prinshof school for the blind;
- the Brown's home for the cerebral palsied; and
- the Diskobolos school for cerebral palsied, Kimberley.

Non-whites were sent to:

- the Siloe school for the blind;
- the school for the deaf and blind, Thaba Nchu;
- the Letaba school for the crippled;
- the Bartimea school for the deaf; and
- the school for coloured deaf children, Worcester.

Tuition and accommodation fees as well as transport fees were paid for by the state, while parents also contributed partially to these expenses. In addition, juvenile delinquents were also sent to vocational schools in South Africa for rehabilitation under the Child Act (Van Niekerk, 1982).

In 1960, the first unit for learners with severe disabilities was opened at the former white state hospital in Windhoek. It was called the Bell-Harris Home for Orthopedic Patients. This unit was funded by the state. It provided for a few cerebral palsied white learners. Since the unit was not cost effective, it closed down in 1962. A similar service was rendered to non-whites at the Katutura hospital where they were treated as day patients (Müller, Personal Communication, 25 March, 2000).

Dagbreek was the first special school, which catered for severely mentally handicapped white learners. This school opened in 1970 as a day-care centre under the auspices of the then Association for the Handicapped in South West Africa. Soon afterwards, another special school opened its doors in 1973, at Ongwediva. This school, called *Eluwa Special School* for visually and hearing impaired learners, catered and continues to cater for non-white deaf and blind learners, until today. However, white blind and deaf learners were still sent to South Africa for specialized services. In 1976, Môreson, another special school for the severely mentally handicapped was established under the Association for the Handicapped. A few years later, another special school for young persons with emotional and behavioural difficulties falling under the Children's Act, was opened at Otjozondo. The Otjozondo School of Industries and Môreson catered for non-whites only. The above-mentioned schools were funded by their

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respective school administrations (Bruhns, *et al.*, 1995).

In addition to the specialized education provided at these three schools, vocational training was offered through the Engela Training Centre for the visually impaired, the Ehafo Production Centre for people with various disabilities, and the Jürgen-Wahn Centre for people with severe mental disabilities. These centres offered training in various handicrafts such as basket- and carpet-making and agriculture to equip people with the necessary skills and knowledge in order to enable them to become self-sufficient (Müller, Personal Communication, 25 March, 2000).

3.2.5 Education after independence

At the start of the nineties, Namibia took off with a victorious charter of independence but with an uncomfortable dichotomous inheritance of, on the one hand, a well-developed minority-group special education system, and on the other hand, a massive third world majority-group backlog regarding the provision of special education structures and facilities. Disregarded and neglected needs demanded urgent reckoning by public, private and business sectors and called for reconciliation of needs with reasonable provision. This in the midst of pressing national problems such as a large-scale poverty culture - the breeding ground for most impairments, unemployment and primary health care needs.

The Namibian government's policy on school education is based on the constitutional commitment to provide quality education for all and to ensure equitable access to this education. Education for the disabled has, however, received very little attention due to the backlog in the provision of formal education. Although the provision of special education is expensive for every country, not providing it will lead to greater expenses, since a large number of people would then need to be cared for, instead of their taking responsibility for themselves.

In Namibia, the Ministry of Basic Education, Culture and Sports is mandated to provide education and training to learners with special needs and abilities within the age group of 3 - 25 years. Included in this group are learners with vision, hearing, or other physical, emotional, or mental impairments. Included as well are above-average and gifted learners, as well as learners in regular classrooms who are seriously underachieving (MEC, 1993).

The Ministry of Basic Education, Culture and Sports (MBECS) has set up a special directorate, which considers the special needs of people with disabilities. The Directorate of Special Education is divided into two divisions. In the Diagnostic, Advisory and Training division, a number of school counsellors, one educational psychologist and four speech therapists are responsible for the programmes. Five education officers are responsible for the division of Special Programmes and Schools.

There are two principles by which the Directorate of Special Education is guided. The two-fold objectives of Namibia's special education programme are to provide assistance to disabled learners as early as possible and to assist them to become optimally integrated into society (MEC, 1993).

One of the principal strategies for addressing the needs of young people with physical or other impairments is therefore to integrate them as fully as possible into the regular educational programmes. Integration of special learners into the mainstream of education differs according to the needs of the individual. Some are in the mainstream full-time, while others are accommodated only for a part of the school day (Lewis and Doorlag, 1995; Gearheart and Weishan, 1986). There are two major reasons for this orientation. First, in general, all learners benefit from a heterogeneous learning environment, since challenges and expectations are set. Learners with disabilities may do better and be encouraged if they have to work with and face the same challenges as their peers. Other learners will learn how to work with learners with disabilities and will develop a better understanding of their difficulties. Secondly, the policy of inclusiveness and integration permits us to use the limited resources most effectively. There are

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many learning activities and facilities, which can be shared by all learners. For example, an experienced and trained special school educator can assist learners with special needs in a school, but at the same school, this educator can also give training to other educators in the area of special needs. There will, therefore, not be a need to build additional facilities for learners with special needs. Learners can all make use of the same buildings and administrative matters can be handled under one umbrella. These learners will also be able to attend schools close to their homes (MEC, 1993).

3.3 SPECIAL EDUCATION PROGRAMMES AND SCHOOLS

Very few regular schools in Namibia are accommodating learners with special needs present, but it is expected that the situation will improve in future. The Gabriel Taapopi Secondary School is presently accommodating learners with visual and physical impairments. Although very few learners with disabilities are accommodated in the regular classrooms, other services and facilities are available to them.

At present the Directorate of Special Education offers the following services and facilities for learners with special educational needs in Namibia: special classes, remedial education and special schools for learners with various impairments such as intellectual impairment, visual impairment, hearing impairment and conduct impairment (emotional and behavioural difficulties).

The MEC operates in the following seven administrative educational regions: Keetmanshoop, Windhoek (central-east), Khorixas, Ondangwa East, Ondangwa West, Rundu and Katima Mulilo. In the following tables all existing special classes and schools, as well as the number of learners benefiting from these services, and educators working in these schools/classes, are shown according to the educational regions.

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TABLE 3.4

SPECIAL CLASSES FOR LEARNERS WITH LEARNING DIFFICULTIES IN PRIMARY SCHOOLS

Region	Schools	Classes	Learners	Educators
Windhoek	21	31	375	31
Khorixas	2	2	23	2
Keetmanshoop	5	7	109	7
Ondangwa-East	-	-	-	-
Ondangwa-West	-	-	-	-
Rundu	-	-	-	-
Katima Mulilo	-	-	-	-

TABLE 3.5

SPECIAL SCHOOLS FOR LEARNERS WITH LEARNING DIFFICULTIES (14 YEARS AND OLDER)

Region	Schools	Learners	Educators
Windhoek	1 for boys/1 for girls	418 / 315	38 / 31
Other Regions	None	-	-

TABLE 3.6

REMEDIAL EDUCATION PROGRAMMES AT PRIMARY SCHOOLS

Region	Schools	Learners	Educators
Windhoek	9	310	24
Khorixas	3	75	3
Other Regions	-	-	-

TABLE 3.7

SPECIAL SCHOOLS FOR LEARNERS WITH INTELLECTUAL IMPAIRMENT

Region	School	Learners	Educators
Windhoek	2	60 / 65	7 / 8
Other Regions	None	-	-

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TABLE 3.8

SPECIAL SCHOOLS FOR LEARNERS WITH VISUAL AND HEARING IMPAIRMENT

Region	School	Learners	Educators
Ondangwa-East	2	71 (vis.)/185 (hear.)	24
Other Regions	None	-	-

TABLE 3.9

SPECIAL SCHOOLS FOR LEARNERS WITH CONDUCT IMPAIRMENT (EMOTIONAL AND BEHAVIOURAL DIFFICULTIES)

Region	School	Learners	Educators
Keetmanshoop	1	74	9
Other Regions	None	-	-

MEC/Directorate Special Education Programmes, May 1994

These tables show very clearly that special schools and educational programmes are not equally distributed in the various regions in Namibia (Bruhns, *et al.*, 1995).

3.3.1 Special classes for learners in primary schools

In the previous dispensation, only white schools offered special classes or opportunity classes. Even now, the lack of funds makes it difficult for all schools to offer special classes. In Namibia, 28 primary schools are offering education to learners in special classes. The majority of these schools are situated in the Windhoek region, whereas the Northern regions hardly have any schools with special classes. Most of the learners in special classes are not intellectually impaired. A considerable number of them are academically severely neglected and a backlog has built up to such an extent that it has become difficult to assist and accommodate them in large mainstream classes. Such learners have been neglected academically in the sense that they have never attended pre-primary

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schools and have never been stimulated academically by their parents. Some of them were never given the necessary support by their educators on an individual basis. Some of the educators were and are still unqualified to teach them. They are in need of more individual attention in order to bridge the gaps in their education and learning. The criteria for placement of learners in special classes, as well as the curriculum, have been described by the MBECS.

3.3.2 Special schools for learners with specific learning difficulties (14 years and older)

Presently, there are only two schools for learners with mild learning difficulties who are 14 years and older. Both schools are situated in Windhoek, i.e. the Pioneer Boys' School and the Eros Girls' School. All learners in special classes in primary schools automatically enroll at one of these schools once they turn 14 years of age. There is no rule that bars, for instance, a girl from attending the boys' school, should she so wish, and vice versa.

3.3.2.1 Remedial education programmes at primary schools

Before independence, only the "white" and "coloured" schools had the benefit of the services of remedial educators. Presently, there are about 27 remedial educators who can assist learners with learning difficulties. Most of these educators are serving schools in the Windhoek region. Lack of funds and staff make individual remedial education by qualified educators impossible.

3.3.3 Special schools for learners with intellectual impairment

In Namibia two schools exist for learners who are intellectually impaired. Both schools are situated in the capital Windhoek. They are Môreson and Dagbreek.

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3.3.4 Special schools for learners with visual and hearing impairment

Two institutions cater for the needs of the visually and hearing impaired learners in Namibia. Both institutions are situated in the far north. The one, Eluwa, is a school for the visually and hearing impaired and the other, Engela, is a training centre for the visually impaired.

3.3.5 Learners with conduct impairment (emotional and behavioural difficulties)

The Klein-Aub Industrial School for boys and girls, previously known as Otjozondu School of Industries for boys with emotional and behavioural difficulties, is situated in the South of Namibia and provides education for learners with emotional and behavioural problems and who are in need of special care.

In addition, the National Institute for Special Education, situated in Windhoek, was planned with the aim to prevent and reduce as far as possible, the suffering of learners with visual and hearing impairments by early detection and intervention. A major aim of this institute is to train specialist educators as well as mainstream educators in accommodating these learners with visual and hearing impairments in their classrooms. The Centre for the Hearing and Communicatively impaired was brought into operation in 1995. The second phase of the project, that is the Centre for the Visually Impaired, was completed in 1996.

As it was during the previous dispensation, vocational and technical training is still offered to people with disabilities. Vocational and technical training falls under the Ministry of Lands, Resettlement and Rehabilitation. Some non-governmental organizations such as Ehafo and the Jürgen-Wan Centre, for

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example, cater for adults with special educational needs. Adults are trained in skills such as carpentry, agriculture and weaving by these organizations in order to become self-sufficient.

In conclusion, it is clear that learners with special educational needs in Namibia are being catered for in special schools. An overwhelming majority of these learners found themselves in mainstream schools where educators are not even aware of their existence or where they are simply ignored and neglected. There is thus no clear policy on inclusive education in Namibia. The current policy (MEC, 1993) requires some rethinking, revision and enhancement. This will be consistent with the United Nations (1994:24) resolution that:

> *to accommodate provisions for persons with disabilities in the mainstream, states should have a clearly stated policy, understood and accepted at the school level and by the wider community.*

3.4 SITUATIONAL ANALYSIS OF MAINSTREAM EDUCATION IN NAMIBIA

Namibia is currently following a 7,3,2 (seven years primary, three years junior secondary and two years senior secondary) education model (see figure 3.3). The junior secondary phase ends the compulsory basic education. Learners sit for the Junior Secondary Examination (JSE) at the end of grade 10, whereafter successful candidates proceed to grades 11 and 12.

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FIGURE 3.3

NAMIBIAN EDUCATION STRUCTURE

Ages	Primary Phase
6-7	Grade 1 (Incorporating School Readiness Education)
7-8	Grade 2
8-9	Grade 3
9-10	Grade 4
10-11	Grade 5
11-12	Grade 6
12-13	Grade 7 End of Primary Phase – Automatic Promotion

Ages	Junior Secondary Phase
13-14	Grade 8
14-15	Grade 9
15-16	Grade 10 End of Junior Secondary Phase – Sit for JSE

Ages	Senior Secondary Phase
16-17	Grade 11
17-18	Grade 12

3.4.1 Early Childhood Education

Children's first six years are critical to their intellectual, emotional, and social growth. If their developmental needs are not met at this crucial stage, their growth potential is likely to be affected for the rest of their lives. The MBECS in Namibia recognizes the importance of early childhood education (pre-school and kindergarten levels). Accordingly, the Ministry believes that this level of education can best be developed under the direct auspices of communities with the assistance of the Ministry of local Government and Housing. Early childhood education is a central part of community development. The principal focus of the MBECS in this regard, is to prepare early childhood educators and to assist in developing appropriate curriculum, pedagogy and learning materials for use by individuals and groups throughout the country.

Although there has been a 30% increase in the number of childcare and pre-school programmes since independence, currently those programmes serve only

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5% of our birth to seven-year-old children. The main reason for this uneven access to pre-school facilities can be ascribed to the fact that most pre-school programmes are privatized and are unaffordable to the majority of learners, especially those who come from poor family backgrounds. It is in part for this reason that the Ministry has decided to include a school readiness programme in Grade 1. It may also be necessary to develop an affirmative action programme for pre-school education to ensure that it does not undermine equity and access, which our education system as a whole is working to achieve.

3.4.2 Primary education

The primary school years are also an important formative period in the intellectual, social and emotional development of learners. These years must therefore be understood as the basis for further learning, development and growth. In our country, primary school forms the foundation for Basic Education.

The Constitution of Namibia mandated universal access to primary education. Currently, approximately 80% to 85% of our children of schools-going age begin primary school, though the rate varies somewhat among the regions. While most of our children can begin primary school, there is still a good deal of room for improvement in the quality of the learning environment. The problems in this regard are many and have multiple causes. Some of these include:

- Factors whose roots lie in children's homes and communities (for example, children's household obligations that reduce the time they have available for schooling or even keep them from attending school, insufficient nutrition for children that reduces their attendance and concentration and may retard their mental development);
- Factors linked to curriculum and instruction (for example, educators with little or no professional preparation, limited in-service upgrading, support and supervision of educators, inappropriate or otherwise unsuitable curriculum, insufficient textbooks and instructional materials); and
- Factors that have to do with the physical learning environment (for

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example, inadequate, poorly maintained, and often overcrowded physical facilities) (MEC, 1993).

3.4.3 Secondary education

The rapid increase in secondary school enrolment after independence has greatly taxed the capacity of schools in several areas of the country, especially in the North of Namibia where the majority of people live. In those areas, classrooms, laboratories, textbooks and school materials are all in short supply. Moreover, in those areas a large percentage of the educators - many of whom were trained to teach at primary level – lack the required qualifications for secondary school instruction. At the same time, some schools in other parts of the country are under-utilized.

Most secondary schools, like primary schools, are overcrowded and consequently educators are overburdened. Class sizes vary between 25-45 learners per class. In some schools over 60 learners per class have been reported in the Northern regions (Ellis, 1984). This state of affairs makes it impossible even for qualified educators to teach creatively. Classes with high educator-learner ratios include learners with emotional and behavioural difficulties, learners with visual and hearing difficulties, learners with specific learning difficulties and intellectual problems, who need the educator's attention.

In addition, educators have no or little specialized training and are therefore not able to develop constructive and supportive learning environments for learners with special educational needs, even if it is expected from them or if they are merely interested in doing so. Consequently, learners with special educational needs experience more harm than help and assistance, since regular educators are not able to establish and maintain equivalent opportunities for such learners. Regular educators also tend to guide these learners with a sense of sympathy (in some cases, impatience) and not by an ethos of support. They normally do not

expect much of these learners, and even convey such messages to them and their parents.

The existing curriculum does not make provision for learners with special educational needs and educators do not have the knowledge, strategies or necessary experience and skills to modify or adapt it in order to cater for the needs of special learners. The result is that learners' needs are not met, therefore learning does not take place.

3.4.4 Teacher education

Before independence teacher education was fragmented and uneven. Educators serving under the different administrations did not follow the same preparation path. The various educator education programmes had different entry requirements, scope, duration, organization and focus. Some were very resource intensive, developed extended competencies, and provided relatively high-level qualifications. Others were far more rudimentary, providing minimal qualifications. Some emphasized classroom study at the expense of professionalisation (MEC, 1993).

Namibia cannot afford different teacher education programmes. As we work to integrate the separate administrations of the past, it would make little sense to maintain separate paths for our educators to follow. What is needed is a common, national, feasible and balanced programme that will fully prepare educators to face and meet the challenges of reforming and staffing our education system in the years to come. A programme is needed that will combine professional insight and skills with subject knowledge.

Colleges of Education and the University of Namibia carry out teacher education in Namibia. The Colleges of Education offer a Basic Education Teacher Diploma (BETD). This programme prepares educators for grades 1 to 10 learners. The latest Foundation, Core and Specialization syllabi contain the BETD subject matter (National Institute for Educational Development, 'NIED', 1998). A perusal

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of the syllabi shows that some aspects of Special Needs Education have been integrated into the diploma offerings. However, this has been done only up to the level of awareness. Most of the Special Needs content which includes issues on learners with special needs and equal education opportunity, identification and assessment of special needs, curriculum adjustment and adaptation to meet special needs, special aids and equipment, classroom management, support services and specialized content on daily living skills orientation and mobility and organisation of special needs services, is not covered in the BETD (Zimba, 1999). This implies that a large number of primary and junior secondary school educators prepared by Colleges of Education are not exposed to sufficient content and strategies for supporting the learning of learners with special needs. This is inconsistent with the learner-centred pedagogy and the education for all ethos on which Namibia has premised its educational reform process (Ministry of Education and Culture, 1993). One positive development however, is that NIED and Colleges of Education have recognized these shortcomings and attempts are being made to revise the BETD content in such a way that it optimally caters for the welfare of learners with special needs.

At the University of Namibia, three teacher education programmes are offered to train senior secondary school educators. These are Higher Education Diploma Secondary (HED-Sec, a programme being phased out), the Postgraduate Diploma in Education (PGDE) and the four-year B.Ed. degree. As was the case with the BETD, the Special Needs Education content covered in the HED-Sec and PGDE programmes is of a limited nature. As a result, educators who go through these programmes are insufficiently prepared to handle senior secondary school learners with special needs. Because it is being phased out, nothing needs to be done about the HED-Sec programme. The problem the programme has created, however, is that it has put into the educational system a number of educators who are ill-equipped to support the learning of learners with special needs. These educators would need in-service training programmes focused on special needs education. Otherwise, they will continue to fail to adequately support and promote the practice of inclusive education in their schools (Zimba, 1999).

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Ensuring that half of the Educational Psychology contents in the programme focuses on matters pertaining to inclusive education could strengthen the special needs education content in the PGDE programme. Teaching Methodology curriculum and educational management courses in the programme could also incorporate relevant aspects of the special needs content. For example, different strategies of supporting the learning of learners with special needs could be covered in the Teaching Methodology courses. Moreover, issues related to the organisation, administration and management of special needs education could easily be included in the content of Educational Management courses. Curriculum Studies courses could also cover various ways of adapting subject content to cater for learners with special needs (Zimba, 1999).

A one-year course on Special Needs Education and Guidance and Counselling has been incorporated into the B.Ed. degree programme in the fourth year. Issues of the identification and assessment of learners with visual, hearing and intellectual impairment, and those with emotional and behavioural difficulties are covered in the course. In addition, intervention and counseling strategies are imparted to pre-service educators taking the course. As part of teaching practice, the students in the course are also required to carry out a school based research project on an aspect of supporting the learning of learners with special educational needs. Because this course has been mounted for the first time in 1999, the assessment of its impact at the moment would be premature. However, one would propose that the Faculty of Education at the University of Namibia should strengthen its inclusive education offerings in the B.Ed. programme by incorporating the special needs education content in other Educational Psychology courses at the second and third year levels. This would ensure that students in the programme would extensively and thoroughly cover all aspects of special needs education. This would better prepare them to practise deals of inclusive education in their schools and adequately support learners with various special educational needs (Zimba, 1999).

Furthermore, the University of Namibia is offering a two-year in-service Specialised Postgraduate Diploma in Special Education whose main purpose is

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to produce a cadre of qualified resource educators in special needs education. This is done by intensively exposing students in the programme to all aspects of special needs education in the first year. To do this, five courses on hearing and visual impairment, specific learning difficulties, emotional and behavioural difficulties and intellectual impairment are offered in the first year. Plans are being made to include in the programme an option on gifted and talented education. In the second year, students are required to specialize in one of the options they took in the first year. Presented largely in a practical manner, they cover the second-year content by being attached to schools where they are required to do school-based projects in their areas of specialization. The design and implementation of the programme which was introduced in 1996, has benefited from and been informed by the current thinking on education for all and inclusive education (Zimba, Mostert and Skjorten, 1995). Although it enjoys support and approval from the Ministry of Higher Education, Training, and Employment Creation and it is running successfully, the programme suffers from one main constraint. This is that its enrolment is too low to influence the special needs education practices of most of Namibian primary and secondary school educators. This is especially the case for educators working in rural schools. The reasons for this seem to be the delivery mode of the programme and the fact that the department offering it is annually allocated limited human and material resources. In order to reach more educators, the programme could be provided with additional resources and could be offered not only through a face-to-face mode but also through distance and open learning.

3.5 IMPLICATIONS FOR THE POSSIBLE IMPLEMENTATION OF INCLUSIVE EDUCATION IN NAMIBIA

In the foregoing it was clear that the Namibian education system is characterized by acute disparities, inequities and tensions. Policies of racial discrimination have left a legacy of differential allocation of resources to different racial groups. Some schools have highly educated educators, extensive equipment and relatively small classes. At the same time, other schools have educators who

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have limited training and classrooms that are overcrowded and poorly equipped. If inclusive education is going to be implemented in Namibian schools as a policy, a number of tremendous changes need to be considered:

- First we must increase the number of schools and classrooms to ensure that all Namibian learners can be accommodated. We must be sure that those schools are adequately staffed, that they are located where they are needed, and that they are in fact accessible to learners in their areas. It is a waste of resources to have under-utilized school buildings in one place and very overcrowded classrooms in another. Existing special schools could be converted into resource centres, while special school educators could be utilized as support educators in the regular classrooms.
- Secondly, it is clear that the training of educators (in-service and pre-service) in Namibia will need to change in order to address this new direction. Courses for educator training at the University of Namibia and Colleges of Education have up till now focused on service delivery for regular schools. The special education content in these courses is very limited and in some cases non-existent. In future, institutions will need to provide training courses that will empower educators to provide quality programmes for including learners with intellectual, physical, sensory or emotional disability, or cultural disadvantages, within regular classrooms. This training will need to redress the previous educational disadvantage of excluding learners with special educational needs. To do this, it is suggested that at the pre-service level, special education needs content be integrated into all teacher education courses at both the University of Namibia and the Colleges of Education.

3.6 SUMMARY

The history of specialized education in Namibia clearly reflects the political and social developments of the past two centuries. Upon independence, the newly elected government inherited an education system that used to be enjoyed by a privileged few, whom apartheid and colonialism considered worthy of it (MEC,

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1993). The situation in Namibia at the end of the apartheid era may be summarized as follows:

- A fragmented educational system characterized by gross inequalities and inconsistencies existed between the different racially segregated departments and schools;
- Special education services were only apparent amongst white school communities and to a small extent, provided in coloured schools;
- Educators were inadequately trained, especially those who were teaching in non-white schools;
- There was a great lack of resources.

Faced with these multiple educational problems, the newly elected government worked out an extensive programme of educational reform. This programme was in line with provisions made in Article 20 of the constitution of the Republic of Namibia, which states that:

- All persons shall have the right to education;
- Primary education shall be compulsory and will be provided free of charge;
- Children shall not be allowed to leave school until they have completed their primary education or have attained the age of sixteen.

Within the framework provided for by the constitution, government worked out a broad policy of educational reform, based on access, equity, quality and democracy (MEC, 1993).

As part of the government's attempt to reorganize the educational system, the following were some of the major educational reform undertakings:

- Upon independence, the different ethnic administrations were merged into one Ministry of Education, in a bid to serve the entire nation rather than a selected few. This gave room for the establishment of a unified education system;
- Both the primary and secondary school curriculum were revised in order to meet the needs of an independent nation;

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- Both in-service and pre-service educator training programmes were re-organized so as to meet the demand of the new basic educational reforms;
- Classroom facilities countrywide were, to a certain extent, improved and the shortages of classrooms, especially in rural areas, were minimized;
- The financial resources allocated to education were increased to such an extent that one-fifth of the government's annual recurrent expenditure was spent on education.

On the whole, the new educational system is based on the policy of "Education for All". This simply means making education available to all members of society, including the disabled, not just to the privileged few. Although education for all and inclusive education/inclusion has been catered for in the Constitution of Namibia, this right of children is not fully and successfully attended to. Only 3% of all learners with special educational needs are catered for through an exclusive system (separate special schools). The rest (about 20%) either receive no education at all, or are simply sitting in regular classes without being included in the learning act. They are in regular schools by default and are not educated as needed.

CHAPTER 4

EMPIRICAL INVESTIGATION

4.1 INTRODUCTION

The aim of the empirical study was to investigate the views of educators regarding inclusive education in Namibia. In order to understand the views of educators and to obtain a sharper focus on this vital issue, it is necessary to balance the foregoing literature review and research studies against a contemporary empirical survey, which is conceived, prepared and executed within the Namibian educational context. What has been of concern throughout this study is the fact that there is hardly any empirical research on the views of educators towards inclusive education as it pertains to Namibian school educators. The results of this research are seen as only the initial steps towards unravelling the intricacies of this problem.

4.2 POPULATION SAMPLE

The population for this study was composed of Namibian primary, combined and secondary school educators and the educator profile reflects diversity regarding language, academic qualifications, gender as well as socio-economic background. As discussed in chapter one, a systematic stratified sample of 616 educators was drawn from the defined population. To do this, the population was divided into educational regions. The regions were Windhoek, Keetmanshoop, Khorixas, Ondangwa-East and Ondangwa-West.

The schools from which the subjects of the study were drawn were selected at

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random from a list of schools given to the researcher by the Ministry of Basic Education, Sport and Culture (MBESC). Random selected samples have the advantage that they yield research data that can be generalized to a larger population (Gall, Borg and Gall, 1996). Both private and government schools were included in the study.

The study included 118 schools, which is 10% of the number of schools in the five selected educational regions. At each school, 10% of the educators were randomly identified to participate in the study.

4.3 DESIGNING THE QUESTIONNAIRE

Prior to the construction of the research instrument, the researcher reviewed the literature and examined a variety of questionnaires to determine whether there were existing instruments that could be used to gather the necessary information for this study. However, this review of existing instruments did not uncover appropriate instruments that could be adopted for this study. The reviewed instruments were either constructed for parents and/or learners, or they were designed for educators in a different cultural setting. Consequently, the researcher found it necessary to design his own instrument to suit the present study. Thus, in developing the instrument, the following procedure was utilized:

a) Existing instruments were reviewed.
b) A preliminary list of items was developed in conformity with the variables under investigation.
c) The instrument was then developed with reference to instruments used in similar investigations concerning the views of educators towards inclusive education.

4.3.1 Refinement of the instrument

The instrument was discussed with the supervisor, statisticians from the

Computer Centre at the University of Namibia, and the University of Stellenbosch and some of the researcher's colleagues who offered very useful suggestions for improving some of the items in the instrument.

4.3.2 Pilot testing of the questionnaire

The researcher conducted a pilot study in the Keetmanshoop educational region in the south of Namibia. One hundred educators from seven schools responded to the questionnaire. A pilot study was necessary in this investigation as a pre-test of the questionnaire. The pilot test was administered to determine whether

a) there were ambiguities in any of the items;
b) the instrument would elicit the type of data anticipated by the researcher;
c) the type of data obtained could be meaningfully analysed in relation to the stated research questions.

In addition to all these, the pilot study was carried out to provide criteria for determining the validity of the instrument.

4.3.3 Results of the pilot testing

Results of the pilot study showed that the instrument was valid for the present study and that most of the items in the questionnaire elicited responses anticipated by the researcher. However, the pilot study revealed that there was evidence in the questionnaire suggesting that Section C lacked either clarity or simplicity and, therefore, confused some respondents. The question in Section C read as follows:

For each of three levels (severe, moderate, mild) of the various disabilities below, please indicate the learning environment that best addresses the educational needs of these learners. (Tick only one box in each row.) See example in table 4.1.

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TABLE 4.1

INCORRECT VERSION OF SECTION C

DISABILITY		Regular Classroom	Resource Room	Special Class	Special School	Residential Facility	Home or Hospital
a) Hearing impairment:	Severe						
	Moderate						
	Mild						
b) Visual impairment:	Severe						
	Moderate						
	Mild						
c) Intellectual impairment:	Severe						
	Moderate						
	Mild						
d) Physical impairment:	Severe						
	Moderate						
	Mild						
e) Conduct impairment :	Severe						
	Moderate						
	Mild						
f) Learning difficulties:	Severe						
	Moderate						
	Mild						

In order to achieve both clarity and simplicity of meaning, the aforementioned item was reformulated and reads as follows:

Below are listed five different educational options for learners with disabilities. For each of three levels (severe, moderate, mild) of the various disabilities below, please indicate the learning environment that best addresses the educational needs of these learners. (Tick only one box in each row.) See table 4.2 for the example.

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TABLE 4.2

CORRECTED VERSION OF SECTION C

DISABILITY		Regular Classroom	Special Class	Special School	Residential Facility	Home or Hospital
a) Hearing impairment:	Severe					
	Moderate					
	Mild					
b) Visual impairment:	Severe					
	Moderate					
	Mild					
c) Intellectual impairment:	Severe					
	Moderate					
	Mild					
d) Physical impairment:	Severe					
	Moderate					
	Mild					
e) Conduct impairment :	Severe					
	Moderate					
	Mild					
f) Learning difficulties:	Severe					
	Moderate					
	Mild					

It was furthermore evident that the response rate of the sampled schools to the trial questionnaire was very high. This response rate, therefore, gave the researcher some indication of what to expect from the main survey. There was also no evidence in the questionnaire suggesting that the respondents were confused with the spacing or numbering of the items.

Finally, the results of the pilot study were significant because they made it possible for the researcher to revise the questionnaire in order to make it a more reliable instrument for the main study. In other words, this process made it possible for him to simplify meanings of words and question formats, and clarify question items. The experience of the researcher in this regard is summed up by

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Berdie and Anderson (1974: 25) who point out that:

> *Writing of a good item of a questionnaire is probably the single most difficult task involved in the entire study, that it is as much more subtle and frustrating than is generally believed by those who have actually not attempted it.*

4.4 ETHICAL CONSIDERATIONS

Written consent was obtained from the directors of the different educational regions as well as the permanent secretary of the Ministry of Basic Education, Culture and Sports (MBECS) in Namibia. Individuals involved in the research were informed of the rationale of the research. Participants participated voluntarily and informed consent was be gained. Research activities did not disrupt the normal functioning of the school. To maintain and ensure the anonymity of the educators concerned, no identifiable indicators was used in the study.

4.5 RESULTS OF THE EMPIRICAL INVESTIGATION

Due to the fact that the researcher waited on respondents to complete the questionnaire, response rate was 100% (616 respondents). In order to present the results of this empirical investigation in as logical a fashion as possible, it was necessary firstly, to refer to the background details (dependent variables); secondly, to report on the views of educators towards inclusive education (independent variables); thirdly, to examine the relationships and differences between biographic (dependent) variables and views of educators towards inclusive education (independent); fourthly, to share the findings on the educators preferred forms of schooling for learners with special educational needs in Namibia; fifthly, to consider the learning outcomes of inclusive education for learners with special educational needs; and finally to report on the open-ended section. Tables have been used in most instances for clarity, ease of

understanding and interpretation.

4.5.1 Background characteristics of regular school educators

Table 4.3 to 4.12 provide the frequency and percentage frequency of the background variables of the educators who responded to the questionnaire. Variables will be discussed in the order of appearance in the questionnaire (see Appendix A). The results were consistent with results reported by the Ministry of basic Education (MEC, 1999). Results can thus be generalized to the rest of the Namibian population.

4.5.1.1 Teaching level

Teaching level refers to the three types of schools from which the sample was drawn. Teaching level is considered as one of the most important variables, because of the difference between administrative responsibilities of these three school types. It is further important that the correct proportional representation be reflected in the study.

TABLE 4.3

TEACHING LEVEL

CATEGORY	N	%
Primary	262	42,5
Combined	197	32,0
Secondary	156	25,3
No response	1	0,2
TOTAL	**616**	**100**

Table 4.3 showed that in terms of the type of school in which educators work, 42,5% (262) were primary school educators, 32,0% (197) were combined school educators and 25,3% (156) were employed in secondary schools.

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4.5.1.2 Region

The region refers to the five educational regions from which the sample was drawn. It is perceived that there will be a difference between views according to different education regions. Results follow in table 4.4.

TABLE 4.4

REGION

CATEGORY	N	%
Windhoek	90	14,6
Keetmanshoop	73	11,9
Khorixas	101	16,4
Ondangwa-East	164	26,6
Ondangwa-West	186	30,2
No response	2	0,3
TOTAL	**616**	**100,0**

A total of 14,6% (90), of the educators came from Windhoek, 11,9% (73) from Keetmanshoop, 16,4% (101) from Khorixas, 26,6% (164) from Ondangwa-East and 30,2% (186) from Ondangwa-West educational regions respectively.

4.5.1.3 Gender

Respondents included in the study had to be of both gender groups. It was however not possible to obtain an equal number of males and females since there are more female than male educators in Namibian schools (MEC, 1999).

TABLE 4.5

GENDER

CATEGORY	N	%
Male	236	38,3
Female	374	60,7
No response	6	1,0
TOTAL	**616**	**100,0**

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About 38,3% of the respondents were male educators while 60,7% were female, which is a normal representation of the ratio of educators.

4.5.1.4 Age

The most effective way to measure respondents opinions according to age was to put it in categories of five year intervals. Responses to this question follow in table 4.6.

TABLE 4.6

AGE

CATEGORY	N	%
20 – 25	57	9,3
26 – 29	73	11,9
30 – 34	132	21,4
35 – 39	152	24,7
40 – 49	138	22,4
50 or more	61	9,9
No response	3	0,3
TOTAL	**616**	**100,0**

From table 4.6 it is clear that this was a middle-aged population with the majority (46,1%) of educators between 30 and 39 and 22,4% between 40 and 49. This is about the best representation a researcher can get, because they have got the experience as well as the exposure.

4.5.1.5 Mother tongue

This question was important, because the researcher wanted to control and determine whether all the language groups were represented. The response to this question shows that the study is indeed representative of almost all language groups in the Namibian population. The researcher had to cluster some dialects to get significant responses in the cross tabulation. Responses follow in table 4.7.

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TABLE 4.7

MOTHER TONGUE

CATEGORY	N	%
English	30	4,9
Afrikaans	124	20,1
Khoekoegowab	49	8,0
Herero	44	7,1
Oshindonga	338	54,8
Lozi	23	3,7
No response	8	1,3
TOTAL	**616**	**100,0**

Table 4.7 shows that more than half (54,8%) of the educators reported Oshindonga as their mother tongue, followed by Afrikaans (20,1%), Khoekoegowab (8,0%), Herero (7,1%) and Lozi (3,7%).

4.5.1.6 Highest qualification

When one wants to launch a new programme in any education system, it is important that the qualifications of the educators be taken into consideration. It was therefore important in this study to see if educators are well trained in order to implement a new programme. Responses follow in table 4.8.

TABLE 4.8

HIGHEST QUALIFICATION

CATEGORY	N	%
Degree + further qualifications	128	20,8
Degree	25	4,1
Teaching diploma + further qualifications	84	13,6
Teaching diploma	205	33,3
Certificate	165	26,8
No response	9	1,5
TOTAL	**616**	**100,0**

Responses to qualifications obtained by Namibian educators reveal that 33,3% had a teaching diploma, 26,8% had a certificate, 13,6% had a teaching diploma

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plus further qualifications, 4,1% had a teaching degree, and 20.8% had a teaching degree plus a further qualification.

4.5.1.7 Teaching experience

Teaching experience is just as important as educators' qualifications. It was further important that the research group had to represent all the possible groupings of experience in teaching. This is the only way that one knows that views of all groups of respondents are included. Responses to educating experience are set out in table 4.9.

TABLE 4.9

TEACHING EXPERIENCE

CATEGORY	N	%
Less than 1 year	31	5,0
1 – 5 years	125	20,3
6 – 10 years	123	20,0
11 –15 years	157	25,5
16 – 20 years	67	10,9
21 – 25 years	56	9,1
More than 26 years	57	9,1
TOTAL	**616**	**100,0**

The analysis in table 4.9 shows that the years of teaching experience ranged from less than one year to 40 years. This indicates that all teaching experience groups are included in the research project. The majority (70,5%) of the educators had fewer than 15 years of teaching experience, and this represents a typical Namibian situation.

4.5.1.8 Position

In a research like this, one also wants to include all the possible positions in the educational system. Positions in Namibian schools vary from principal to deputy

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principal, to head of department and subject head to ordinary classroom educators. All possible positions are thus included in the research project as table 4.10 shows.

TABLE 4.10

POSITION

CATEGORY	N	%
Principal	70	11,4
Deputy Principal	17	2,8
Head of Department	71	11,5
Subject Head	69	11,2
Classroom Educator	389	63,1
TOTAL	**616**	**100,0**

Eleven per cent of the sample were principals, 2,8% deputy principals, 11,5% heads of department, 11,2% subject heads and 63,1% were classroom educators.

4.5.1.9 Average number of learners

The average number of learners per class has a great influence on educators' perception of any educational system. The larger the classes, the more difficult it would be for educators to reach all learners during the learning act. One expects that larger class sizes therefore might influence the outcome of the study negatively. Responses are shown in table 4.11.

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TABLE 4.11

AVERAGE NUMBER OF LEARNERS

CATEGORY	N	%
Fewer than 20	36	5,8
20 – 25	22	3,6
26 – 30	45	7,3
31 – 35	170	27,6
36 – 40	189	30,7
41 – 45	90	14,6
46 and more	64	10,4
TOTAL	**616**	**100,0**

From table 4.11 it is clear that a total of 83,0% of the educators had a class size ranging between 31 and more than 50 learners. This is an important issue, because this aspect alone can influence the end result of the research project negatively. Only 17% of the educators had a class size of 30 and fewer.

4.5.1.10 Training in special education

When an educator has training in special education, it means that such an educator has an interest to work with learners with special educational needs. An educator with no training in special education either has no interest in working with learners with special educational needs, or he/she might not have had an opportunity to obtain such training. It is furthermore important to see how the responses of an educator trained in special education differs from those of an untrained person. The response follows in table 4.12.

TABLE 4.12

TRAINING IN SPECIAL EDUCATION

CATEGORY	N	%
Yes	135	21,2
No	480	77,9
No response	1	0,2
TOTAL	**616**	**100,0**

With regard to training in special education, the above table shows that only 21,9% educators indicated that they had received training in special education while 78% (480) of the educators indicated that they had not received any training in special education. This could greatly influence educators' responses to certain questions asked in the questionnaire.

4.5.2 Views of educators towards inclusive education

Answers to this question were obtained from an analysis of the educators' responses to the 39 statements in section B of the questionnaire. Educators were asked to respond in terms of a five-point rating scale ranging from strongly disagree (1) to strongly agree (5).

The statements covered several aspects relevant to realizing an inclusive school. These statements were grouped into eight categories, namely funding, curriculum, teacher education, support services, parents, competence, who should be included, and academic and social development. Tables 4.13 to 4.20 presents the frequency distribution by the respondents on educators' views towards inclusive education. Frequencies were condensed into a three-point scale to indicate whether respondents disagreed with, were unsure or agreed with each statement.

4.5.2.1 Funding

The results concerning agreement or disagreement on the three statements about funding are summarized in table 4.13. It seemed as if the respondents agreed more to statements 1 and 2 than to statement 3. Each of the statements are discussed after the table and figure.

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TABLE 4.13

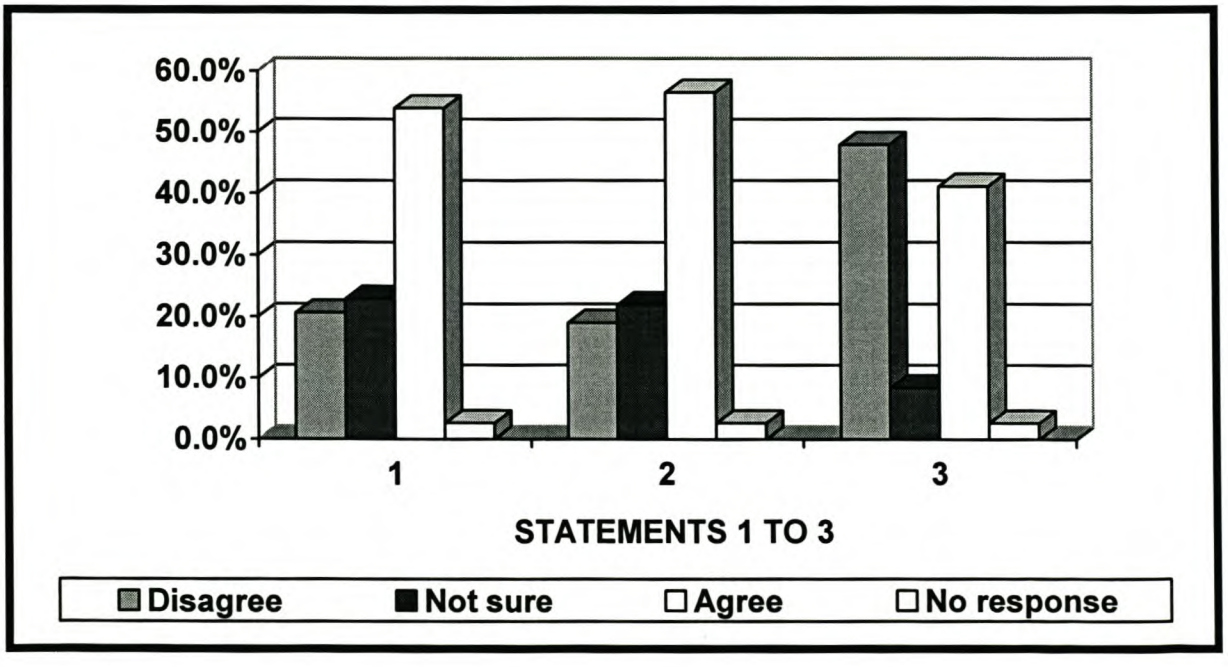
VIEWS TOWARDS FUNDING

	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		No response	
	N	%	N	%	N	%	N	%
1. The way resources are currently allocated obstructs inclusive education.	127	20,6	141	22,9	332	53,9	16	2,6
2. Special school provision is more costly than provision in inclusive settings.	117	19,0	135	21,9	348	56,5	16	2,6
3. It is feasible to educate learners who are gifted, normal and mentally challenged in the same class.	295	47,9	52	8,4	253	41,1	16	2,6

Graphically the percentages of table 4.13 look as follows. Please note that owing to a lack of space only the numbers of the questions are given.

FIGURE 4.1

VIEWS TOWARDS FUNDING



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Item 1: Of the subjects, 53,9% were in agreement that the way resources are currently allocated obstructs inclusive education, which reflects a positive view towards the statement, 20,6% disagreed with the statement suggesting a negative view to the statement, 22,9% were not sure, and 2,6% did not respond.

Item 2: Of the subjects 56,5% were in agreement with the statement that special school provision is more costly than provision in inclusive settings. This represents a positive view towards inclusive education. Nineteen percent of the sample disagreed with the statement, which suggests a negative view towards inclusive education, 21,9% were not sure, and 2,6% did not respond.

Item 3: Of the subjects, 47,9% disagreed that it is feasible to educate learners who are gifted, normal and mentally challenged in the same class, thus revealing a negative view towards inclusive education, 41,1% of the sample agreed with the statement suggesting a positive view towards inclusive education, while 8,4% were undecided, and 2,6% did not respond.

4.5.2.2 Curriculum

There were nine statements in this section, ranging from number 4 to number 12. The results are summarized in table 4.14. Considering the trend of al the responses it seems as if the respondents agree more readily with statements 4 to 10 than to statements 11 and 12. Each of the statements are discussed after the table and figure.

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TABLE 4.14

VIEWS TOWARDS CURRICULUM

	Extent of agreement or disagreement with statement							
	Disagree		Not Sure		Agree		No response	
	N	%	N	%	N	%	N	%
4. Educational curricula need to be changed to give all learners a chance to succeed.	96	15,6	25	4,1	487	79,1	8	1,3
5. Most educators will welcome a new curriculum that will meet the needs of all learners (i.e. learners with and without special educational needs).	95	15,4	74	12,0	439	71,3	8	1,3
6. Curricular content should enable learners to develop and not only to acquire knowledge through formal instruction.	25	4,1	36	5,8	549	89,1	6	1,0
7. Inclusion of learners with special educational needs into the regular classroom life can only be achieved through changes in the curriculum.	131	21,3	78	12,7	399	64,8	8	1,3
8. Teaching techniques, rather than subject matter, cause learners to perform poorly at school.	242	39,3	70	11,4	291	47,2	13	2,1
9. If learners with special educational needs are included, educators could adapt regular teaching materials to make them suitable for these learners.	113	18,3	50	8,2	447	72,6	6	1,0
10. Learners with special educational needs would need to be separated for most learning activities in the inclusive class.	242	39,3	52	8,4	313	50,8	9	1,5
11. Teaching learners with special educational needs as well as learners without special educational needs in the same class need not affect the teaching methods used by the educator.	392	63,6	55	8,9	161	26,1	8	1,3
12. It is actually better for learners with special needs if their educator treats them as being different.	384	62,3	49	8,0	178	28,9	7	1,1

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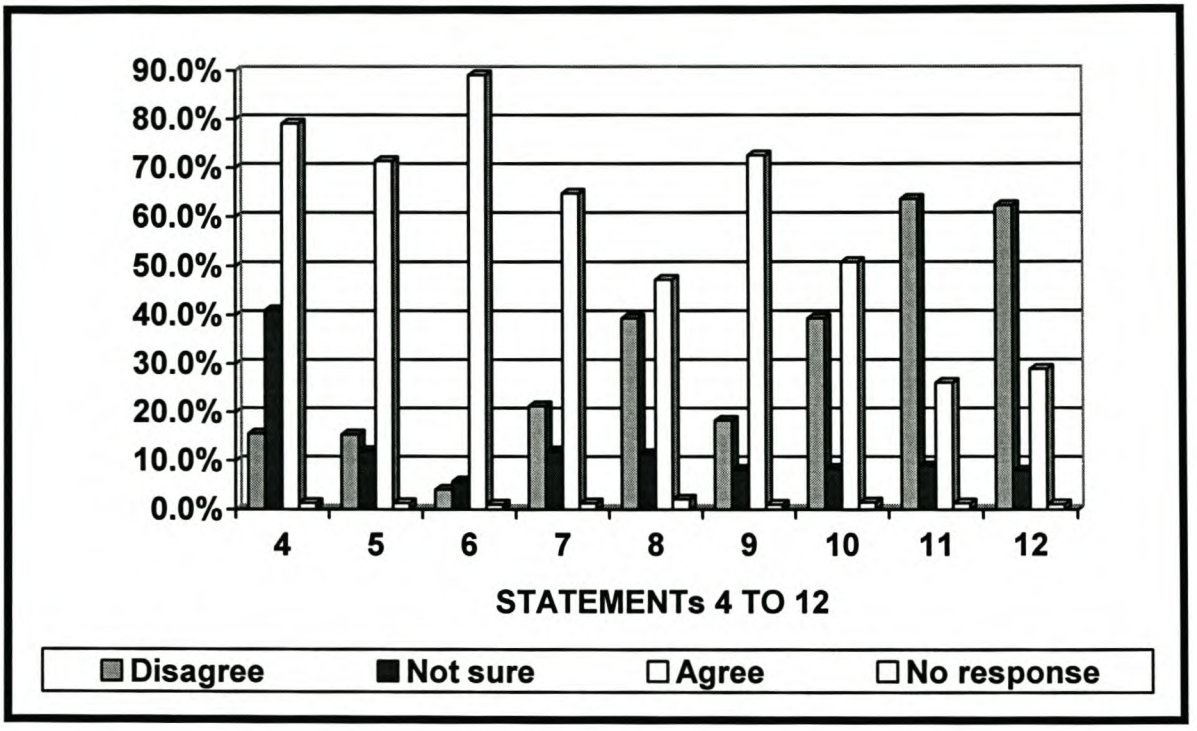
Graphically the percentages of table 4.14 look as follows. Please note that owing to a lack of space, only the numbers of the statements are given.

FIGURE 4.2

VIEWS TOWARDS CURRICULUM



Item 4: Of the subjects, 79,1% agreed that the educational curricula need to be changed to give all learners a chance to succeed, displaying a positive view towards inclusive education, 15,6% of the subjects disagreed with the item, revealing a negative view, and 4,1% were not sure, while 1,3% did not respond.

Item 5: Of the subjects, 71,3% agreed that most educators will welcome a new curriculum that will meet the needs of all learners (i.e. learners with and without special educational needs), reflecting a positive view, 15,4% disagreed with the statement, suggesting a negative view to the item, and 12,0% were not sure, while 1,3% did not respond.

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Item 6: Of the subjects, 89,1% were in agreement with the statement that curricular content should enable learners to develop and not only acquire knowledge through formal instruction. This represents a positive view towards inclusive education. Of the sample, 4,1% disagreed with the statement, which suggests a negative view towards inclusive education, and 5,8% were not sure, while 1,0% did not respond.

Item 7: Of the subjects, 64,8% agreed with the statement that the inclusion of learners with special educational needs in the regular classroom life can only be achieved through changes in the curriculum. This result revealed a positive view towards inclusive education. Of the respondents, 21,3% displayed a negative view by disagreeing with the item, and 12,7% were not sure, while 1,3% did not respond.

Item 8: Of the subjects, 47,2% were in agreement with the statement that teaching techniques, rather than subject matter, cause learners to perform poorly at school. This represents a negative view towards inclusive education. Of the sample, 39,3% disagreed with the statement, which suggests a positive view towards inclusive education, and 11,4% were not sure, while 2,1% did not respond.

Item 9: Of the subjects, 72,6% agreed that if learners with special educational needs are included, educators could adapt regular teaching materials to make them suitable for these learners, thus revealing a positive view towards inclusive education. Of the sample, 18,3% disagreed with the statement suggesting a negative view towards inclusive education, while 8,2% were not sure, and 1,0% did not respond.

Item 10: Of the sample, 50,8% agreed that learners with special educational needs would need to be separated for most learning activities in the inclusive class, revealing a negative view in this regard, 39,3% disagreed with the statement and were therefore more positive towards

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their inclusion, 8,2% were not sure, while 1,5% did not respond.

Item 11: Of the subjects, 63,6% disagreed that teaching learners with special educational needs as well as learners without special educational needs in the same class, need not affect the teaching methods used by the educators, thus revealing a positive view towards inclusive education. Of the sample, 26,1% agreed with the statement, suggesting a negative view towards inclusive education, while 8,9% were not sure, and 1,3% did not respond.

Item 12: This item revealed that 62,3% of the sample disagreed that it is actually better for the learner with special needs if their educator treats them as being different, suggesting a positive view towards inclusion, 28,9% agreed with the statement, revealing a negative view towards inclusion, while 8,0% were not sure, and 1,1% did not respond.

4.5.2.3 Teacher education

In this section there were also 3 statements, numbers 13 to 15. The results are summarized in table 4.15. The respondents agree more to all three statements. Each of the statements is discussed after the table and figure.

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TABLE 4.15

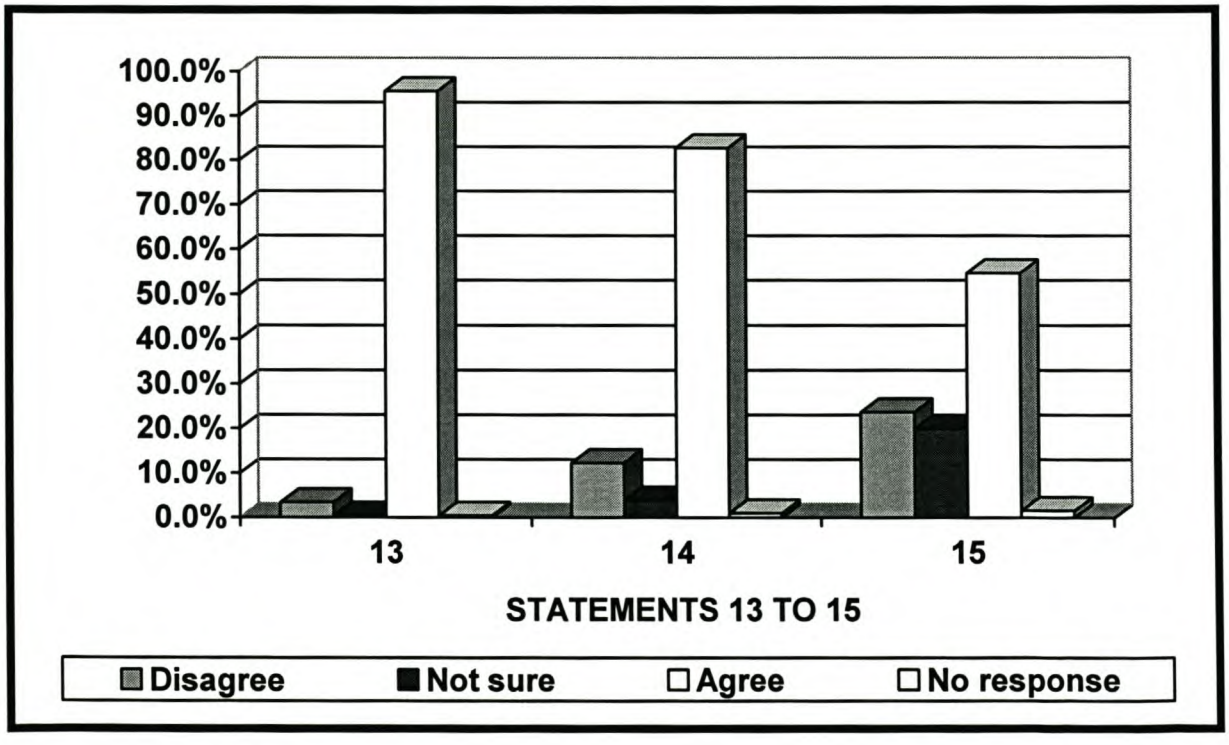
VIEWS TOWARDS TEACHER EDUCATION

	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		No response	
	N	%	N	%	N	%	N	%
13. In order for inclusion to succeed educators must receive in-service training in educating the learners with special educational needs.	21	3,4	3	0,4	589	95,6	3	0,4
14. All educators should be trained to educate learners with various special educational needs.	76	12,3	24	3,9	510	82,8	6	1,0
15. Pre-service educator training adequately equips educators to deal with diverse educational needs in the classroom.	146	23,7	123	20,0	337	54,7	10	1,6

Graphically the percentages of table 4.15 look as follows. Please note that owing to a lack of space only the numbers of the statements are given.

FIGURE 4.3

VIEWS TOWARDS TEACHER EDUCATION



Item 13: The results indicate that 95,6% of the educators surveyed, agreed that in order for inclusion to succeed, educators must receive in-service training in educating learners with special educational needs, 3,4% displayed a negative view by disagreeing with the statement, while 0,4% were not sure, and 0,4% did not respond.

Item 14: Of the subjects, 82,8% agreed that all educators should be trained to educate learners with various special educational needs. This reveals a positive view. Of the subjects 12,3% disagreed with the item and 3,9% were not sure, while 1,0% did not respond.

Item 15: This statement yielded results indicating that 54,7% of the subjects agreed that pre-service educator training adequately equips educators to deal with diverse educational needs in the classroom, revealing a positive view towards present educator training. Of the educators 23,7% disagreed with the item, while 20,0% were not sure, and 1,6% did not respond.

4.5.2.4 Support services

In this section there were five statements questions, numbered from 16 to 20. The results are summarized in table 4.16. The respondents were inclined to agree on all five statements. Each of the statements is discussed after the table and figure.

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TABLE 4.16

VIEWS TOWARDS SUPPORT SERVICES

	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		No response	
	N	%	N	%	N	%	N	%
16. Learners with special educational needs will receive the special attention that they need only if they are placed in classes of about 15 learners or fewer.	48	7,8	48	7,8	517	83,9	3	0,4
17. Co-teaching with a remedial educator will improve the quality of inclusive teaching.	24	3,9	49	8,0	532	86,4	11	1,8
18. Computers could be a useful teaching aid in making successful regular classes, which include learners with special educational needs.	62	10,1	147	23,9	400	64,9	7	1,1
19. The backup help from specialist educators is an essential factor for successful inclusion.	28	4,5	71	11,5	506	82,1	11	1,8
20. I feel that the learner with special needs, needs more protection than other learners from problems arising in a large primary school.	111	18,0	51	8,3	447	72,6	7	1,1

Graphically the percentages of table 4.16 look as follows. Please note that owing to a lack of space only the numbers of the questions are given.

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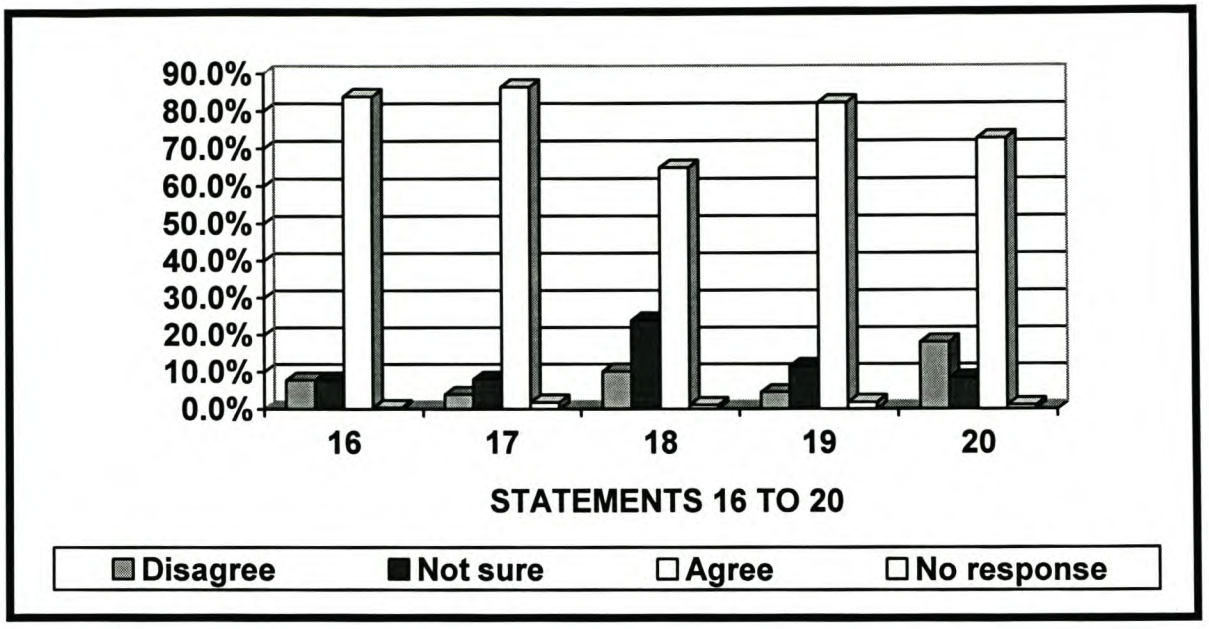
FIGURE 4.4

VIEWS TOWARDS SUPPORT SERVICES



Item 16: This statement yielded results indicating that 83,9% of the sample agreed that learners with special educational needs will receive the special attention that they need only if they are placed in classes of about 15 learners or fewer, 7,8% disagreed with the statement, while the same percentage of educators were not sure, and 0,4% did not respond.

Item 17: Of the respondents, 86,4% were in agreement that co-teaching with a remedial educator would improve the quality of inclusive teaching, which reflects a positive view towards inclusive education, 3,9% of the subjects disagreed with the statement, suggesting a negative view towards inclusive education, 8,0% of the respondents were not sure, while 1,8% did not respond.

Item 18: Of the subjects, 64,9% agreed with the statement that computers could be a useful teaching aid in making successful regular classes, which include learners with special educational needs, 10,1% disagreed with the item, 23,9% were not sure, and 1,1% did not respond.

Item 19: Of the educators, 82,1% were in agreement with the statement that the backup help from specialist educators is an essential factor for successful inclusion, revealing a positive view towards inclusion. 4,5% disagreed with the statement, suggesting a negative view to the item, and 11,5% were not sure, while 1,8% did not respond.

Item 20: Of the subjects, 72,6% agreed that the learner with special educational needs need more protection than other learners, from problems arising in a large primary school, 18,0% of the respondents disagreed with the statement and 8,3% were not sure, while 1,1% did not respond.

4.5.2.5 Parents

In this section there were only 2 statements, numbered 21 and 22. The results are summarized in table 4.17. The respondents were inclined to agree on item 22, while they disagreed on item 21. Each of the statements is discussed after the table and figure.

TABLE 4.17

VIEWS TOWARDS PARENTS

	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		No response	
	N	%	N	%	N	%	N	%
21. Inclusive education should go ahead even if parents are against such a movement.	257	41,7	117	19,0	235	38,1	7	1,1
22. I would like my own child to mix with and have friends with special educational needs in school.	74	12,0	67	10,9	466	75,6	9	1,5

Graphically the percentages of table 4.17 look as follows. Please note that owing to a lack of space only the numbers of the questions are given.

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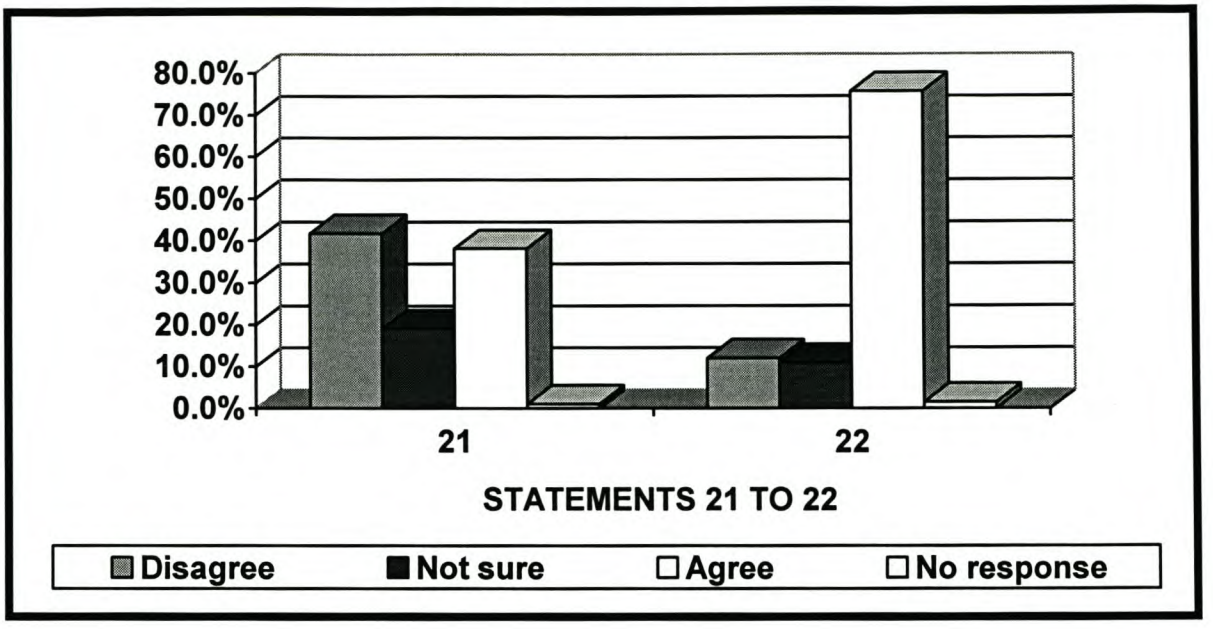
FIGURE 4.5

VIEWS TOWARDS PARENTS



Item 21: Of the subjects 41,7% disagreed that inclusive education should go ahead even if parents are against such a movement, thus revealing a positive view towards inclusion, 38,1% of the sample agreed with the statement suggesting a negative view towards inclusion, while 19,0% were not sure, and 1,1% did not respond.

Item 22: Of the subjects, 75,6% were in agreement with the statement "I would like my own child to mix with and have friends with special educational needs in school." This represents a positive view towards learners with special educational needs. Of the sample 12,0% disagreed with the statement, suggesting a negative view towards learners with special educational needs, while 10,9% were not sure, and 1,5% did not respond.

4.5.2.6 Competence

In this section there were seven statements, numbered from 23 to 29. The

results are summarized in table 4.18. The respondents were inclined to agree on items 23, 26, 27 and 29, while they disagreed on items 24 and 28. There was a bit of uncertainty on item 25. Each of the statements are discussed after the table and figure.

TABLE 4.18

VIEWS TOWARDS COMPETENCE

	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		No response	
	N	%	N	%	N	%	N	%
23. Teaching learners with special educational needs is too difficult for the regular educator to deal with.	124	20,1	64	10,4	422	68,5	6	1,0
24. Educators do not need specialized training to meet the educational needs of learners with special educational needs.	533	86,5	12	1,9	65	10,6	6	1,0
25. I will be able to educate learners with special educational needs as well as learners without special educational needs.	243	39,4	117	19,0	250	40,6	6	1,0
26. The practice of including learners with special educational needs in the regular classroom places too much pressure on educators.	104	16,9	67	10,9	436	70,8	9	1,5
27. I enjoy the challenge of teaching learners with diverse needs.	164	26,6	104	16,9	341	55,4	7	1,1
28. I would rather get on with my job and not have the additional problems introduced by the inclusion of learners with special needs.	336	54,5	85	13,8	190	30,8	5	0,8
29. Teaching a class in which learners have a variety of needs is significantly more difficult than teaching a class in which the learners are of approximately equal ability.	69	11,2	41	6,7	503	81,7	3	0,4

Graphically the percentages of table 4.18 look as follows. Please note that owing to a lack of space, only the numbers of the statements are given.

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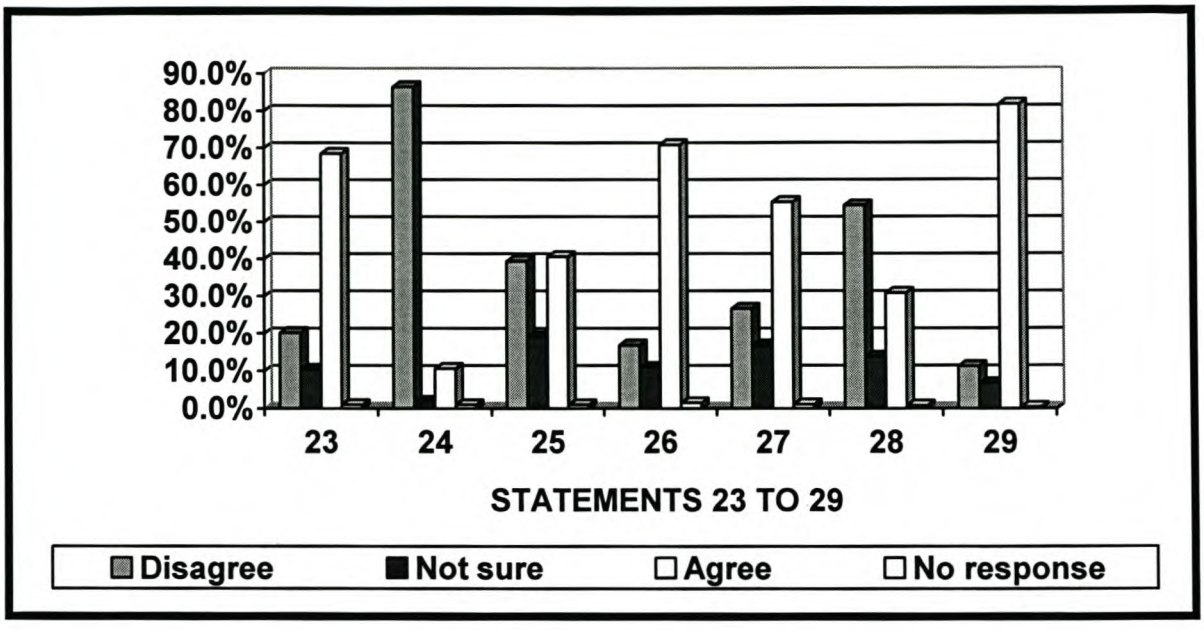
FIGURE 4.6

VIEWS TOWARDS COMPETENCE



Item 23: Of the subjects, 68,5% agreed with the statement that teaching learners with special educational needs is too difficult for the regular educator to deal with, revealing a negative view towards inclusive education, 20,1% disagreed with the statement, suggesting a positive view towards inclusive education, 10,4% were not sure, and 1,0% did not respond.

Item 24: Of the subjects, 86,5% disagreed that educators do not need specialised training to meet the educational needs of learners with special educational needs, thus revealing a positive view towards the requirement for educator training, 10,6% of the sample agreed with the statement, suggesting a negative view towards inclusive education, while 1,9% were not sure, and 1,0% did not respond.

Item 25: Of the sample, 40,6% agreed with the statement "I will be able to educate learners with special educational needs as well as learners without special educational needs", revealing a positive view towards inclusive education, 39,4% disagreed with the statement therefore,

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they were more negative towards inclusive education, 19,0% were not sure, and 1,0% did not respond.

Item 26: Of the subjects, 70,8% agreed that the practice of including learners with special educational needs in the regular classroom places too much pressure on educators, reflecting a negative view towards inclusive education. Of the subjects, 16,9% displayed a positive view towards the item by disagreeing, 10,9% were not sure, while 1,5% did not respond.

Item 27: Of the respondents, 55,4% were in agreement with the statement "I enjoy the challenge of teaching learners with diverse needs", revealing a positive view towards inclusive education, 26,6% disagreed with the statement, suggesting a negative view to the item, 16,9% were not sure, while 1,1% did not respond.

Item 28: Of the subjects, 54,5% disagreed with the statement "I would rather get on with my job and not have the additional problems introduced by the inclusion of learners with special educational needs", thus revealing a positive view towards inclusion, 30,8% of the sample agreed with the statement, suggesting a negative view towards inclusion, while 13,8% were not sure, and 0,8% did not respond.

Item 29: Of the subjects, 81,7% agreed that teaching a class in which learners have a variety of needs is significantly more difficult than teaching a class in which the learners are of approximately equal ability, thus displaying a negative view towards inclusive education, 11,2% disagreed with the statement and therefore were more positive towards inclusive education, 6,7% were not sure, while 0,4% did not respond.

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4.5.2.7 *Who should be included*

In this section there were four statements, numbered from 30 to 33. The results are summarized in table 4.19. The respondents were inclined to agree on items 30 and 31, while they disagreed on items 32 and 33. Each of the statements is discussed after the table and figure.

TABLE 4.19

VIEWS TOWARDS WHO SHOULD BE INCLUDED

	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		No response	
	N	%	N	%	N	%	N	%
30. Most learners with special educational needs would be better off in special schools.	142	23,1	56	9,1	411	66,7	7	1,1
31. Teaching learners with special educational needs should remain a separate specialized field of education.	174	28,2	52	8,4	387	62,8	3	0,4
32. I feel that the learner with special needs in primary school is not ready for social inclusion.	353	57,3	107	17,4	150	24,4	6	1,0
33. I feel that the learner with special needs in primary school is not ready for academic inclusion.	349	56,7	104	16,9	153	16,9	10	1,6

Graphically the percentages of table 4.19 look as follows. Please note that owing to a lack of space, only the numbers of the statements are given.

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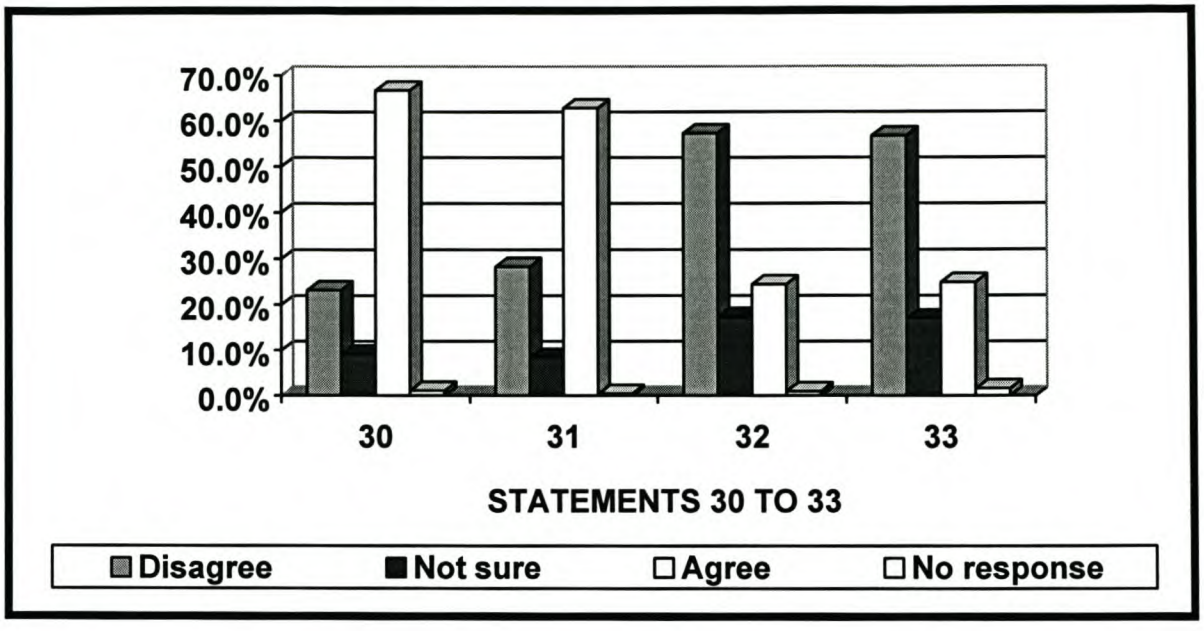
FIGURE 4.7

VIEWS TOWARDS WHO SHOULD BE INCLUDED



Item 30: Of the subjects, 66,7% were in agreement with the statement that most learners with special educational needs would be better off in special schools. This represents a negative view towards the inclusion of learners with special educational needs in the regular classroom,. 23,1% percent of the sample disagreed with the statement, which suggests a positive view towards inclusive education, and 9,1% were not sure, while 1,1% did not respond.

Item 31: Of the sample, 62,8% agreed that the teaching of learners with special educational needs should remain a separate specialised field of education, revealing a negative view in this regard, 28,2% disagreed with the statement and therefore were more positive towards inclusion, 8,4% were not sure, while 0,4% did not respond.

Item 32: Of the subjects, 57,3% disagreed that the learner with special needs in primary school is not ready for social inclusion, thus revealing a positive view towards inclusive education, 24,4% of the sample agreed with the statement, suggesting a negative view towards inclusive education, while 17,4% were not sure, and 1,0% did not respond.

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Item 33: This item revealed that 56,7% of the sample disagreed that the learner with special educational needs in primary school is not ready for academic inclusion, revealing a positive view towards inclusion, 24,8% agreed with the statement, revealing a negative view towards inclusion, while 16,9% were not sure, and 1,6% did not respond.

4.5.2.8 Academic/social development

In this section there were six questions, numbered from 34 to 39. The results are summarized in table 4.20. The respondents were inclined to agree on items 35, 36 and 37, while they disagreed on items 34 and 39. There was some uncertainty on item 37. Each of the statements is discussed after the table and figure.

TABLE 4.20

VIEWS TOWARDS ACADEMIC/SOCIAL DEVELOPMENT

	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		No response	
	N	%	N	%	N	%	N	%
34. The inclusion of learners with special needs lowers the quality of education in the school.	286	46,4	81	13,1	241	39,1	8	1,3
35. Including learners with special needs in the regular classroom provides them with opportunities for optimal educational development.	114	18,5	99	16,1	394	64,0	9	1,5
36. Inclusive schools will make a contribution towards a more tolerant society.	74	12,0	115	18,7	415	67,4	12	1,9
37. Whilst inclusion may be of great social benefit to the learners with special needs, they will not benefit academically.	251	40,7	129	20,9	225	36,5	11	1,8
38. Mixing with and working alongside learners with special needs contributes to the regular school learner's understanding of life's problems.	85	13,8	55	8,9	470	76,3	6	0,9
39. Learners with special needs have no greater social problems than most other learners.	341	55,4	76	12,3	197	32,0	2	0,3

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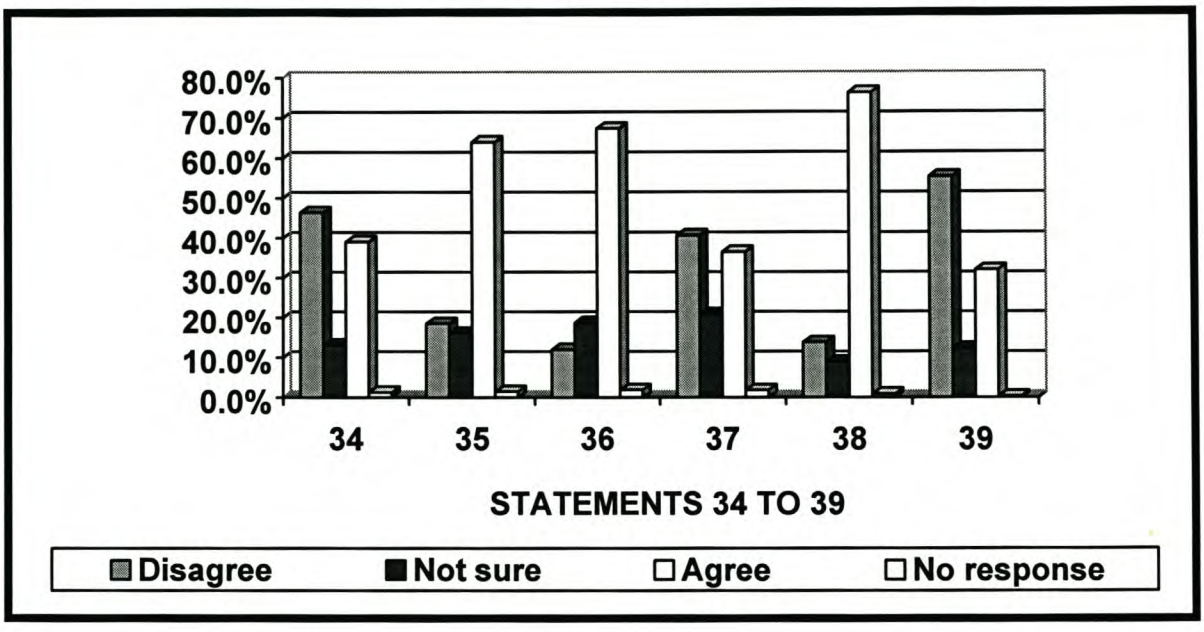
Graphically the percentages of table 4.20 look as follows. Please note that owing to a lack of space, only the numbers of the statements are given.

FIGURE 4.8

VIEWS TOWARDS ACADEMIC/SOCIAL DEVELOPMENT



Item 34: Of the subjects, 46,4% disagreed that the inclusion of learners with special educational needs lowers the quality of education in the school, thus revealing a positive view towards inclusive education, 39,1% of the sample agreed with the statement, suggesting a negative view towards inclusive education, while 13,1% were not sure, and 1,3% did not respond.

Item 35: Of the subjects, 64,4% agreed that including learners with special educational needs in the regular classroom provides them with opportunities for optimal educational development. This result revealed a positive view towards inclusive education. Of the respondents, 18,5% displayed a negative view by disagreeing with the item, and 16,1% were not sure, while 1,5% did not respond.

Item 36: Of the subjects 67,4% were in agreement with the statement that

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inclusive schools would make a contribution towards a more tolerant society. This represents a positive view towards inclusive education. 12,0% of the sample disagreed with the statement, which suggests a negative view towards inclusive education, and 18,7% were not sure, while 1,9% did not respond.

Item 37: Of the subjects, 40,7% disagreed with the statement that whilst inclusion may be of great social benefit to learners with special educational needs, they will not benefit academically, suggesting a positive view towards inclusive education, 36,5% of the respondents displayed a negative view by disagreeing with the item, and 20,9% were not sure, while 1,9% did not respond.

Item 38: Of the subjects, 76,3% were in agreement with the statement that mixing with and working alongside learners with special needs contributes to the regular school learner's understanding of life's problems, 13,8% disagreed with the statement, suggesting a negative view to the item, 8,9% were not sure, while 0,9% did not respond.

Item 39: This item revealed that 55,4% of the sample disagreed that learners with special educational needs have no greater social problems than most other learners, which reflects a positive view towards inclusive education. Of the subjects 32,0% agreed with the statement, suggesting a negative view towards inclusive education, 12,3% of the respondents were not sure, while 0,3% did not respond.

4.5.3 The relationship between the biographic variables and views of educators towards inclusive education

The chi square test (χ^2) as discussed in chapter one, was applied in order to investigate the effect of the various biographic details (e.g. teaching level, region,

gender, age, mother tongue, qualification, teaching experience, post held, average number of learners, and training in special education) on the central areas in the questionnaire, namely educators' views towards funding, the curriculum, teacher education, support services, parent involvement, competence, who should be included and academic and social development.

The p-values associated with the chi-square value are not necessarily accurate, because the expected frequencies in many cells are small. However since the contributions to the total chi-square test (χ^2) from these cells are very small, and the total chi-square mostly exceeds the critical values by far, the conclusions are taken to be valid.

4.5.3.1 Views towards funding

When the data pertaining to the views of educators towards funding were analysed according to educating level, region, gender, age, mother tongue, qualification, and training in special education, the picture below emerged.

In general, these biographic variables did not significantly influence the views of educators towards funding.

Table 4.21 showed that significantly more educators in primary schools than educators in combined schools, disagreed that it is feasible to educate learners who are gifted, learners who are normal and learners who are mentally challenged in the same class.

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TABLE 4.21

WHETHER IT IS FEASIBLE TO EDUCATE ALL LEARNERS IN THE SAME CLASS, BY SCHOOL TYPE

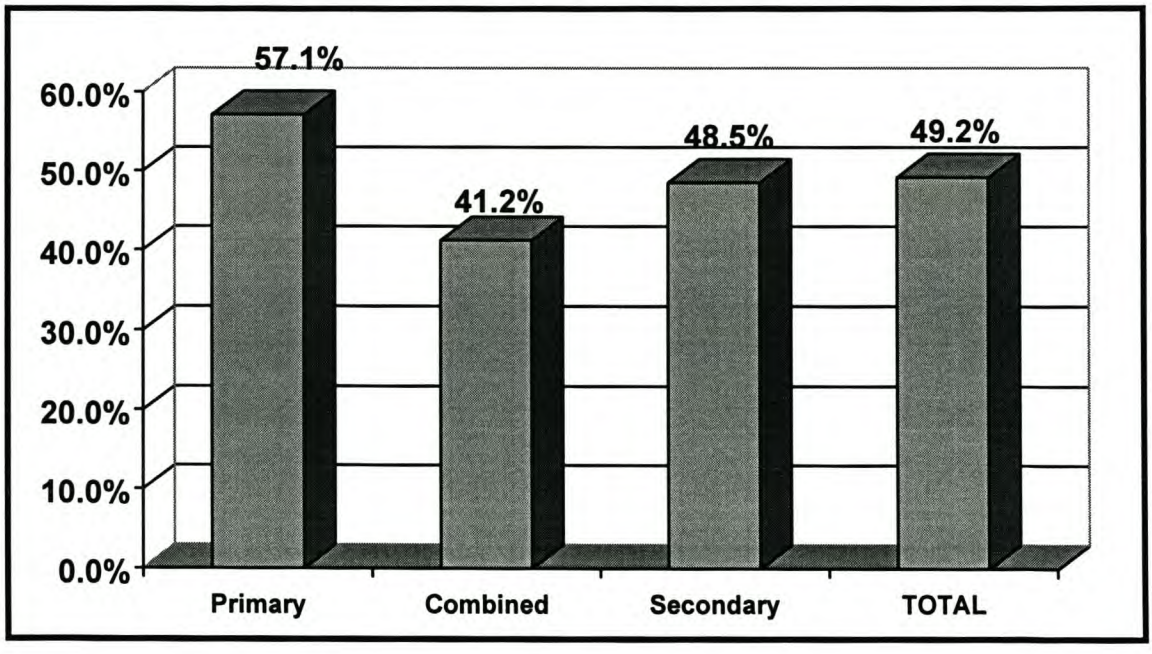
School type	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Primary	63	25,0	81	32,1	20	7,9	60	23,8	28	11,1	252	100,0
Combined	45	23,2	35	18,0	13	6,7	58	29,9	43	22,2	194	100,0
Secondary	35	22,9	35	22,9	19	12,4	47	30,7	17	11,1	153	100,0
TOTAL	**143**	**23,9**	**151**	**25,2**	**52**	**8,7**	**165**	**27,5**	**88**	**14,7**	**599**	**100,0**

Note: χ^2=25,96; df=8; p<0.01

Graphically the disagree responses look as follows:

FIGURE 4.9

DISAGREEMENT ON WHETHER IT IS FEASIBLE TO EDUCATE ALL LEARNERS IN THE SAME CLASS, BY SCHOOL TYPE



According to table 4.22, regional data showed that more educators from Windhoek and Khorixas than those from Keetmanshoop, Ondangwa-East and Ondangwa-West disagreed with the statement that it is feasible to educate

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learners who are gifted, normal and mentally challenged in the same class.

TABLE 4.22

WHETHER IT IS FEASIBLE TO EDUCATE ALL LEARNERS IN THE SAME CLASS, BY REGION

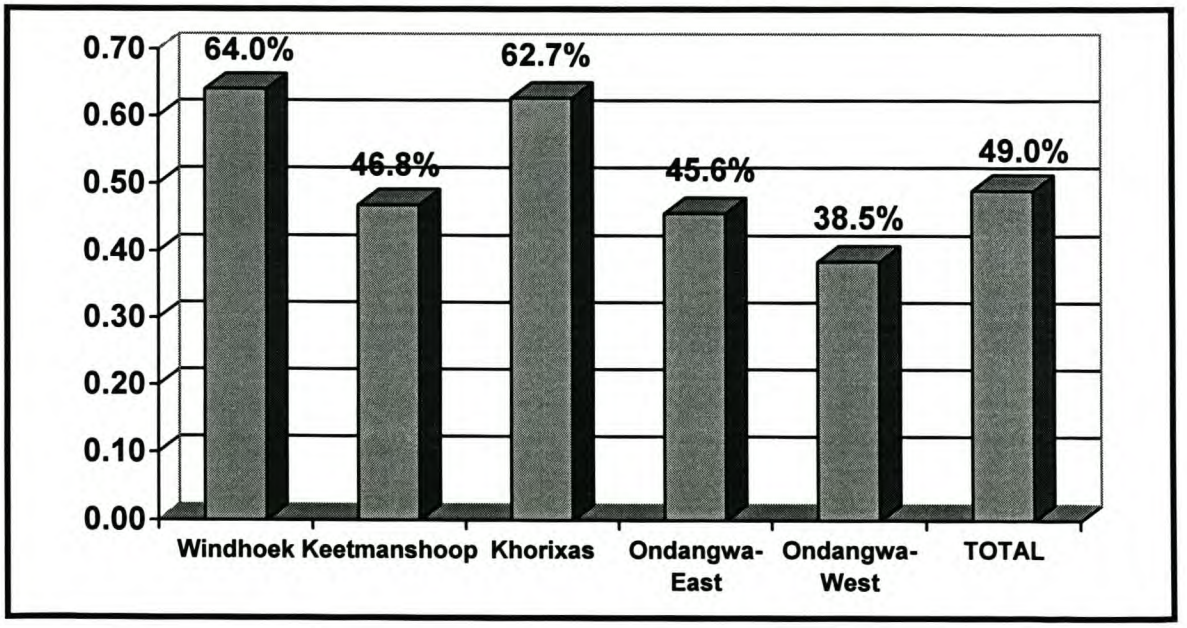
Region	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Windhoek	31	36,0	24	28,0	3	3,4	17	19,8	11	12,8	86	100,0
Keetmanshoop	14	19,4	20	27,4	7	9,6	24	32,9	8	11,0	73	100,0
Khorixas	26	26,3	36	36,4	7	7,1	23	23,2	7	7,1	99	100,0
Ondangwa-East	36	22,8	36	22,8	15	9,5	40	25,3	31	19,6	158	100,0
Ondangwa-West	36	19,8	34	18,7	20	11,0	61	33,5	31	17,0	182	100,0
TOTAL	**143**	**23,9**	**150**	**25,1**	**52**	**8,7**	**165**	**27,6**	**88**	**14,7**	**598**	**100,0**

Note: χ^2=35,10; df=16; p<0.01

Graphically the disagree responses look as follows:

FIGURE 4.10

DISAGREEMENT ON WHETHER IT IS FEASIBLE TO EDUCATE ALL LEARNERS IN THE SAME CLASS, BY REGION



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According to table 4.23 significantly more female educators disagreed with the statement that it is feasible to educate learners who are gifted, normal and mentally challenged in the same class.

TABLE 4.23

WHETHER IT IS FEASIBLE TO EDUCATE ALL LEARNERS IN THE SAME CLASS, BY GENDER

Gender	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	48	20,7	48	20,7	30	12,9	68	29,3	38	16,4	232	100,0
Female	93	25,7	102	28,2	21	5,8	97	26,8	49	13,5	362	100,0
TOTAL	141	23,7	150	25,3	51	8,6	165	27,8	87	14,6	594	100,0

Note: χ^2=14,10; df=4; p<0.01

Graphically the disagree responses look as follows:

FIGURE 4.11

DISAGREEMENT ON WHETHER IT IS FEASIBLE TO EDUCATE ALL LEARNERS IN THE SAME CLASS, BY GENDER

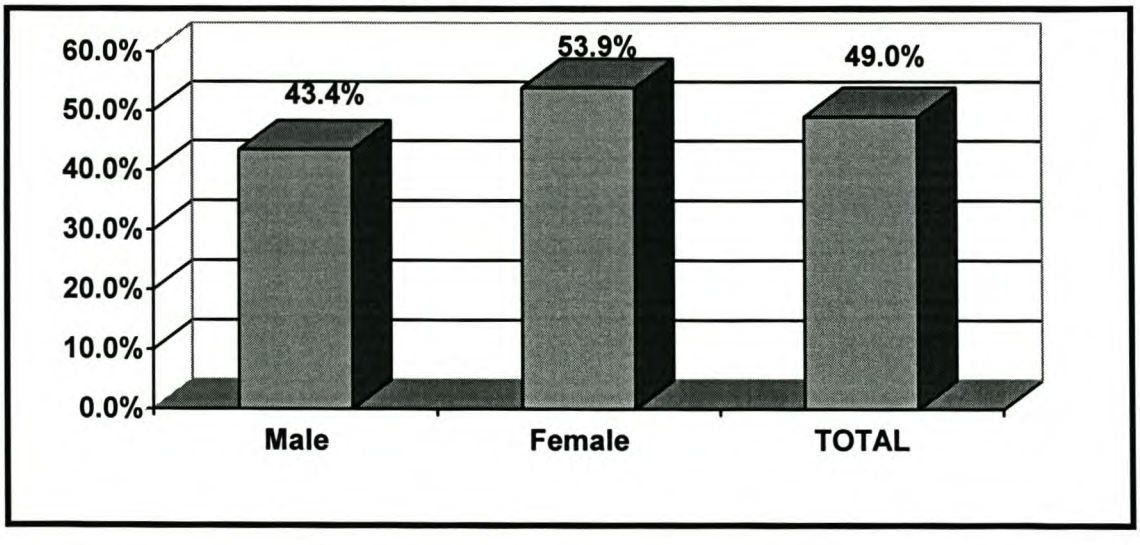

Table 4.24 shows that significantly more educators in the age group 20 to 25 compared to other age groups agreed with the way resources are currently

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allocated obstructs inclusive education.

TABLE 4.24

WHETHER THE WAY RESOURCES ARE CURRENTLY ALLOCATED OBSTRUCTS INCLUSIVE EDUCATION, BY AGE

Age	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
20 –25	2	3,6	4	7,1	16	28,6	24	42,9	10	17,9	56	100,0
26 – 29	1	1,4	15	21,4	21	30,0	17	24,3	16	22,9	70	100,0
30 – 34	5	3,9	21	16,5	31	24,4	52	40,9	18	14,2	127	100,0
35 – 39	14	9,4	21	14,1	34	22,8	59	39,6	21	14,1	149	100,0
40 – 49	6	4,4	21	15,4	29	21,3	49	36,0	31	22,8	136	100,0
50 and more	1	1,7	15	25,4	9	15,3	25	42,4	9	15,3	59	100,0
TOTAL	**29**	**4,9**	**97**	**16,2**	**140**	**23,5**	**226**	**37,9**	**105**	**17,6**	**597**	**100,0**

Note: χ^2=31,12; df=24; p<0.05

Graphically the agreement responses look as follows:

FIGURE 4.12

AGREEMENT ON WHETHER THE WAY RESOURCES ARE CURRENTLY ALLOCATED OBSTRUCTS INCLUSIVE EDUCATION, BY AGE

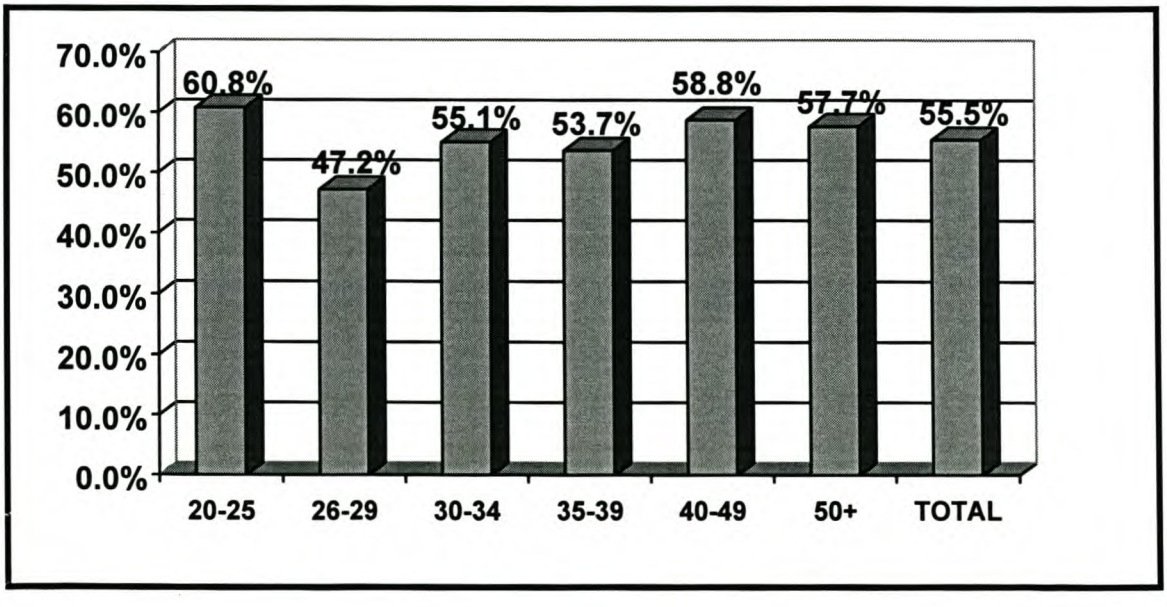

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Table 4.25 showed that significantly more educators older than 30 years, disagreed with the perception that special school provision is more costly than provision in inclusive settings.

TABLE 4.25

WHETHER SPECIAL SCHOOL PROVISION ARE MORE COSTLY THAN PROVISION IN INCLUSIVE SETTINGS, BY AGE

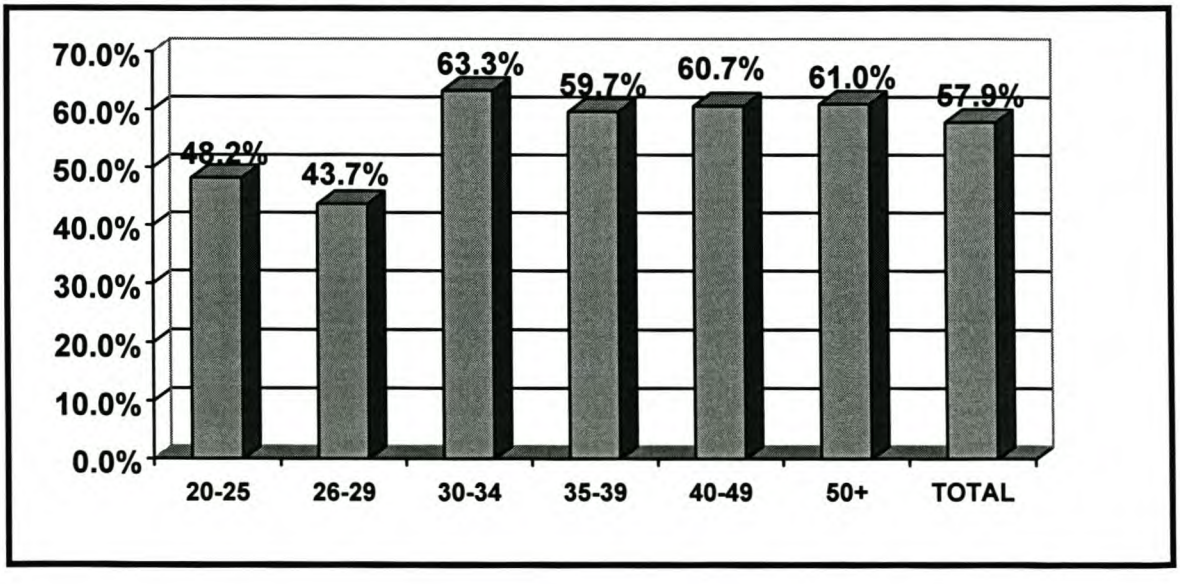
Age	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
20 –25	4	7,1	4	7,1	21	37,5	19	33,9	8	14,3	56	100,0
26 – 29	6	8,5	9	12,7	25	35,2	21	29,6	10	14,1	70	100,0
30 – 34	6	4,7	20	15,6	21	16,4	61	47,7	20	15,6	127	100,0
35 – 39	9	6,0	25	16,8	26	17,4	66	44,3	23	15,4	149	100,0
40 – 49	3	2,2	21	15,6	29	21,5	54	40,0	28	20,7	136	100,0
50 and more	2	3,4	8	13,8	12	20,7	30	51,7	6	10,3	59	100,0
TOTAL	**30**	**5,0**	**87**	**14,6**	**134**	**22,4**	**251**	**42,0**	**95**	**15,9**	**597**	**100,0**

Note: χ^2=32,02; df=20; p<0.05

Graphically the disagreement responses look as follows:

FIGURE 4.13

DISAGREEMENT ON WHETHER SPECIAL SCHOOL PROVISION ARE MORE COSTLY THAN PROVISION IN INCLUSIVE SETTINGS, BY AGE



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According to table 4.26 significantly more older educators disagreed that it is feasible to educate learners who are gifted, normal and mentally challenged in the same class.

TABLE 4.26

WHETHER IT IS FEASIBLE TO EDUCATE ALL LEARNERS IN THE SAME CLASS, BY AGE

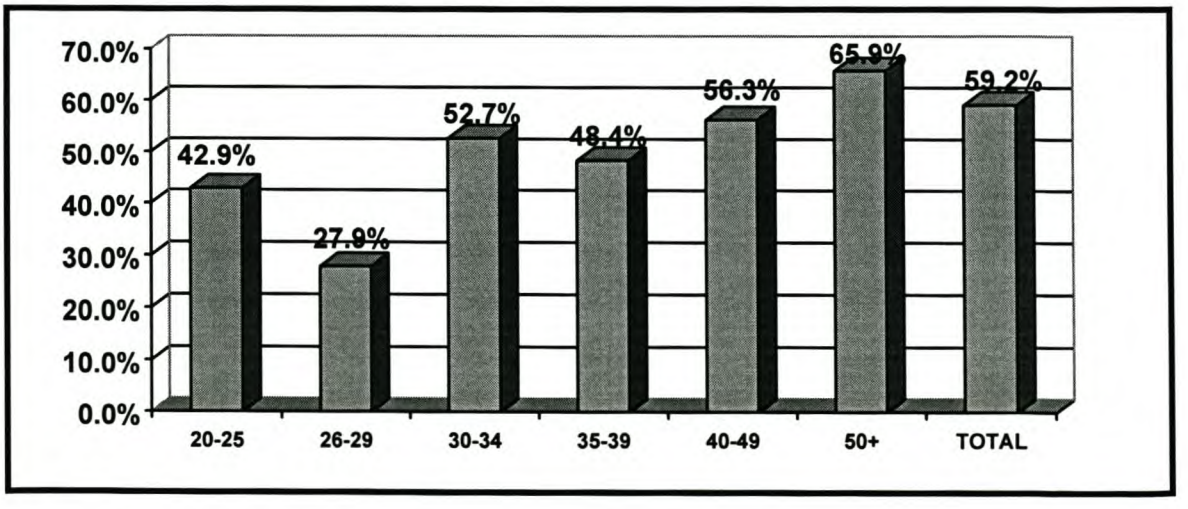
Age	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
20 –25	10	17,9	14	25,0	7	12,5	11	19,6	14	25,0	56	100,0
26 – 29	9	13,2	10	14,7	6	8,8	28	41,2	15	22,1	68	100,0
30 – 34	38	29,0	31	23,7	12	9,2	31	23,7	19	14,5	131	100,0
35 – 39	36	24,2	36	24,2	10	6,7	41	27,5	26	17,4	149	100,0
40 – 49	36	26,7	40	29,6	8	5,9	38	28,1	13	9,6	135	100,0
50 or more	14	24,1	19	32,8	8	13,8	16	27,6	1	1,7	58	100,0
TOTAL	**143**	**24,0**	**150**	**25,1**	**51**	**8,5**	**165**	**27,6**	**88**	**14,7**	**597**	**100,0**

Note: χ^2=38,96; df=20; p<0.01

Graphically the disagree responses look as follows:

FIGURE 4.14

DISAGREEMENT ON WHETHER IT IS FEASIBLE TO EDUCATE ALL LEARNERS IN THE SAME CLASS, BY AGE



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According to table 4.27 the variable of mother tongue indicated that more Afrikaans and Herero speaking educators disagreed that it was feasible to educate learners who are gifted, normal and mentally challenged in the same class.

TABLE 4.27

WHETHER IT IS FEASIBLE TO EDUCATE ALL LEARNERS IN THE SAME CLASS, BY MOTHER TONGUE

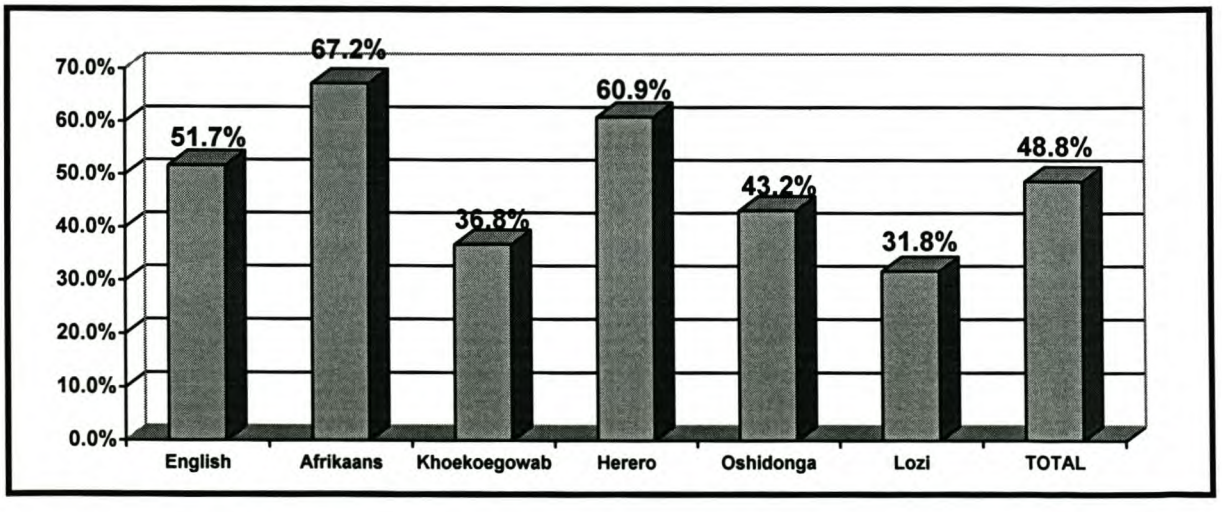
Mother tongue	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
English	6	20,7	9	31,0	1	3,4	10	34,5	3	10,3	29	100,0
Afrikaans	42	34,4	40	32,8	6	4,9	28	23,0	6	4,9	122	100,0
Khoekoegowab	4	8,2	14	28,6	6	12,2	16	32,7	9	18,4	49	100,0
Herero	14	34,1	11	26,8	2	4,9	10	24,4	4	9,8	41	100,0
Oshidonga	72	21,9	70	21,3	32	9,7	94	28,6	61	18,5	329	100,0
Lozi	3	13,6	4	18,2	5	22,7	5	22,7	5	22,7	22	100,0
TOTAL	**141**	**23,8**	**148**	**25,0**	**52**	**8,8**	**163**	**27,5**	**88**	**14,9**	**592**	**100,0**

Note: χ^2=45,67; df=20; p<0.01

Graphically the disagree responses look as follows:

FIGURE 4.15

DISAGREEMENT ON WHETHER IT IS FEASIBLE TO EDUCATE ALL LEARNERS IN THE SAME CLASS, BY MOTHER TONGUE



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When analysed according to qualification, table 4.28 revealed that significantly more educators with degrees, degrees and further qualifications and diplomas and further qualifications agreed that the way resources are currently allocated obstructs inclusive education.

TABLE 4.28

WHETHER THE WAY RESOURCES ARE CURRENTLY ALLOCATED OBSTRUCTS INCLUSIVE EDUCATION, BY HIGHEST QUALIFICATION

Highest qualification	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Degree + further	10	7,9	17	13,4	21	16,5	53	41,7	26	20,5	127	100,0
Degree	1	4,3	2	8,7	6	26,1	8	34,8	6	26,1	23	100,0
Teaching diploma + further	0	0,0	15	18,1	15	18,1	34	41,0	19	22,9	83	100,0
Teaching diploma	6	3,0	23	11,6	56	28,1	79	39,7	35	17,6	199	100,0
Certificate	12	7,5	39	24,2	40	24.8	51	31,7	19	11,8	161	100,0
TOTAL	**29**	**4,9**	**96**	**16,2**	**138**	**23,3**	**225**	**37,9**	**105**	**17,7**	**593**	**100,0**

Note: χ^2=34,81; df=16; p<0.01

Graphically the agree responses look as follows:

FIGURE 4.16

AGREEMENT ON WHETHER THE WAY RESOURCES ARE CURRENTLY ALLOCATED OBSTRUCTS INCLUSIVE EDUCATION, BY HIGHEST QUALIFICATION

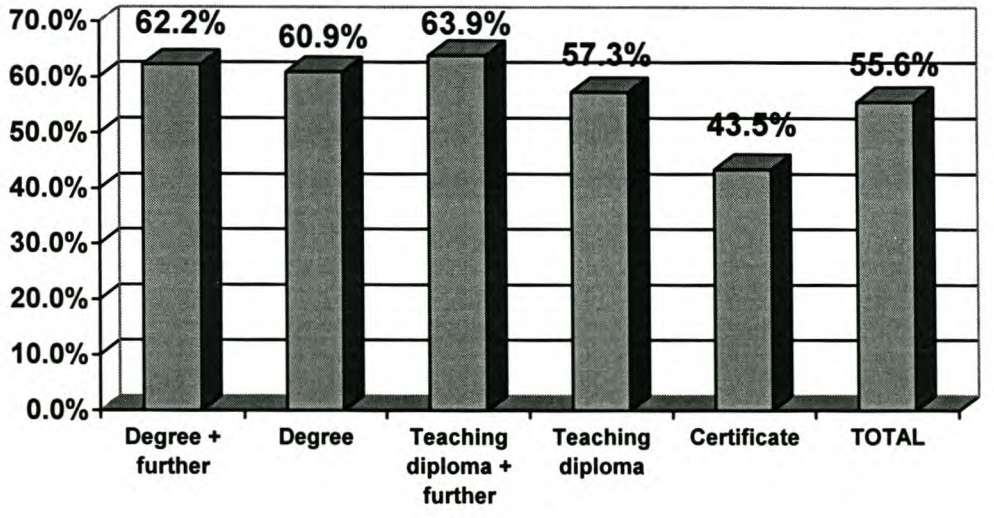

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Table 4.29 showed that significantly more educators with fewer than 25 learners in their class agreed with the perception that special school provision is more costly than provision in inclusive settings.

TABLE 4.29

WHETHER SPECIAL SCHOOL PROVISION ARE MORE COSTLY THAN PROVISION IN INCLUSIVE SETTINGS, BY LEARNERS

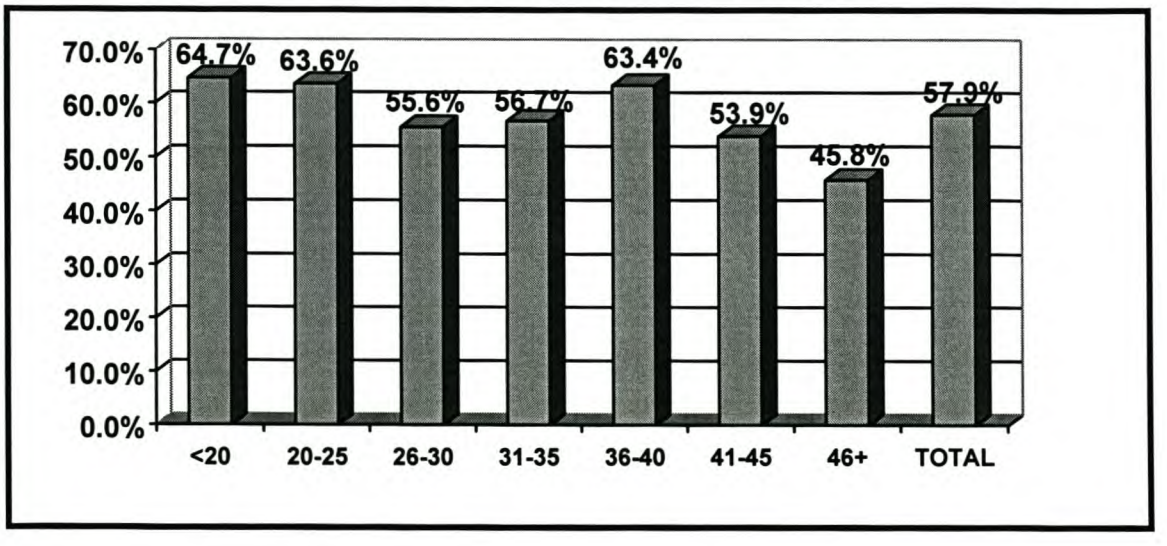
Learners	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
20 and less	5	14,7	2	5,9	5	14,7	21	61,8	1	2,9	34	100,0
20 – 25	0	0,0	2	9,1	6	27,3	11	50,0	3	13,6	22	100,0
26 – 30	2	4,4	8	17,8	10	22,2	21	46,7	4	8,9	45	100,0
31 – 35	9	5,4	25	15,1	38	22,9	67	40,4	27	16,3	166	100,0
36 – 40	5	2,7	24	13,1	38	20,8	77	42,1	39	21,3	183	100,0
41 – 45	3	3,4	15	16,9	23	25,8	30	33,7	18	20,2	89	100,0
46 and more	6	10,2	11	18,6	15	25,4	23	39,0	4	6,8	59	100,0
TOTAL	**30**	**5,0**	**87**	**14,5**	**135**	**22,6**	**250**	**41,8**	**96**	**16,1**	**598**	**100,0**

Note: χ^2=36,83; df=24; p<0.05

Graphically the agreement responses look as follows:

FIGURE 4.17

AGREEMENT ON WHETHER SPECIAL SCHOOL PROVISION ARE MORE COSTLY THAN PROVISION IN INCLUSIVE SETTINGS, BY LEARNERS



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Training in special education seemed to influence the views of educators towards funding significantly. The data revealed that significantly more educators with no training in special education disagreed that it is feasible to educate learners who are gifted, normal and mentally challenged in the same class than those educators with training in special education. Results are shown in table 4.30 and figure 4.18

TABLE 4.30

WHETHER IT IS FEASIBLE TO EDUCATE ALL LEARNERS IN THE SAME CLASS, BY TRAINING IN SPECIAL EDUCATION

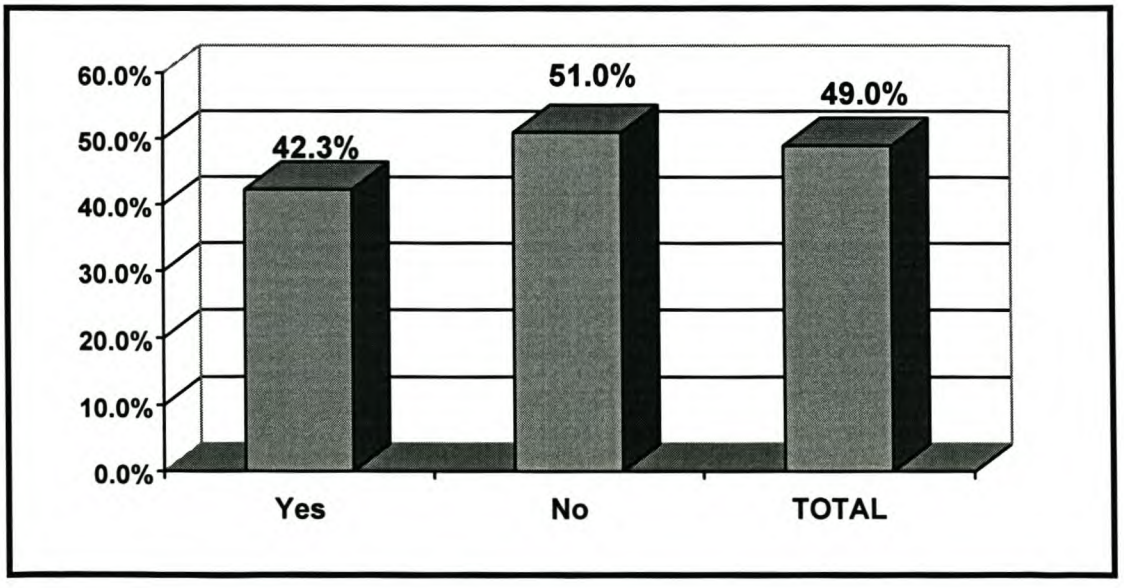
Training in special education	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	24	18,5	31	23,8	6	4,6	41	31,5	28	21,5	130	100,0
No	120	25,6	119	25,4	46	9,8	124	26,4	60	12,8	469	100,0
TOTAL	**144**	**24,0**	**150**	**25,0**	**52**	**8,7**	**165**	**27,5**	**88**	**14,7**	**599**	**100,0**

Note: χ^2= 2.17; df=4; p<0.05

Graphically the disagree responses look as follows:

FIGURE 4.18

DISAGREEMENT ON WHETHER IT IS FEASIBLE TO EDUCATE ALL LEARNERS IN THE SAME CLASS, BY TRAINING IN SPECIAL EDUCATION



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Another picture that arises from tables 4.31 and 4.32 is that the majority of educators with training in special education agreed with the statements that the way in which resources are currently allocated obstructs inclusive education and that special school provision is more costly than provision in inclusive settings.

TABLE 4.31

WHETHER THE WAY RESOURCES ARE CURRENTLY ALLOCATED OBSTRUCTS INCLUSIVE EDUCATION, BY TRAINING IN SPECIAL EDUCATION

Training in special education	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	9	7,0	17	13,3	18	14,1	58	45,3	26	20,3	130	100,0
No	19	4,0	81	17,2	124	26,1	169	35,9	79	16,8	469	100,0
TOTAL	**28**	**4,7**	**98**	**16,4**	**141**	**23,5**	**227**	**37,9**	**105**	**17,5**	**599**	**100,0**

Note: χ^2=12,17; df=4; p<0.01

Graphically the agree responses look as follows:

FIGURE 4.19

AGREEMENT ON WHETHER THE WAY RESOURCES ARE CURRENTLY ALLOCATED OBSTRUCTS INCLUSIVE EDUCATION, BY TRAINING IN SPECIAL EDUCATION

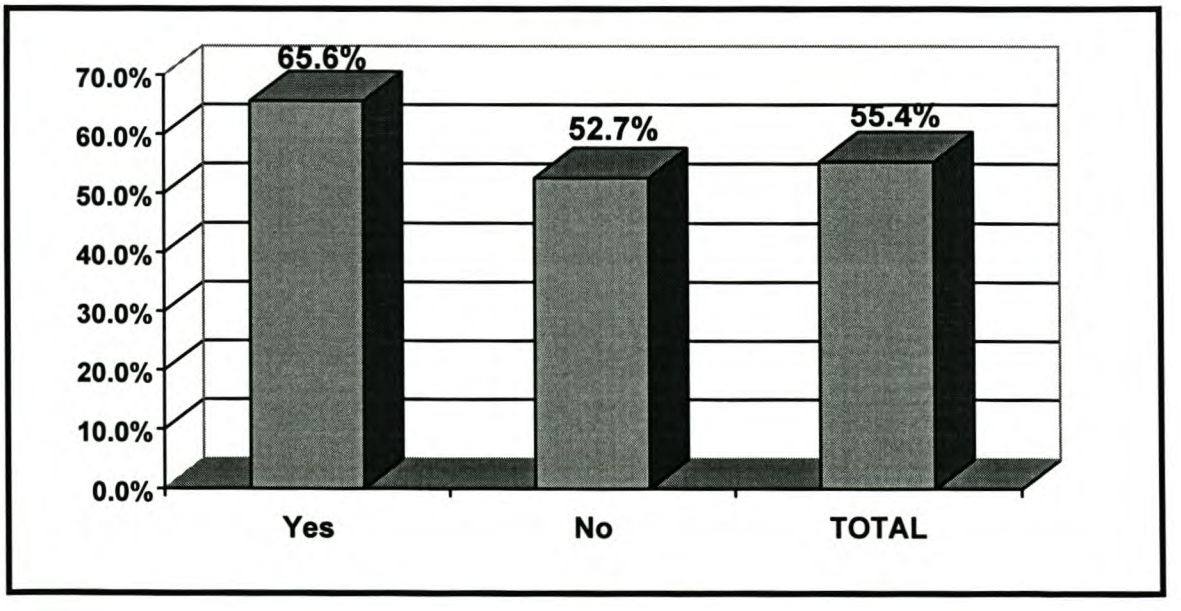

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TABLE 4.32

WHETHER SPECIAL SCHOOL PROVISION IS MORE COSTLY THAN PROVISION IN INCLUSIVE SETTINGS, BY TRAINING IN SPECIAL EDUCATION

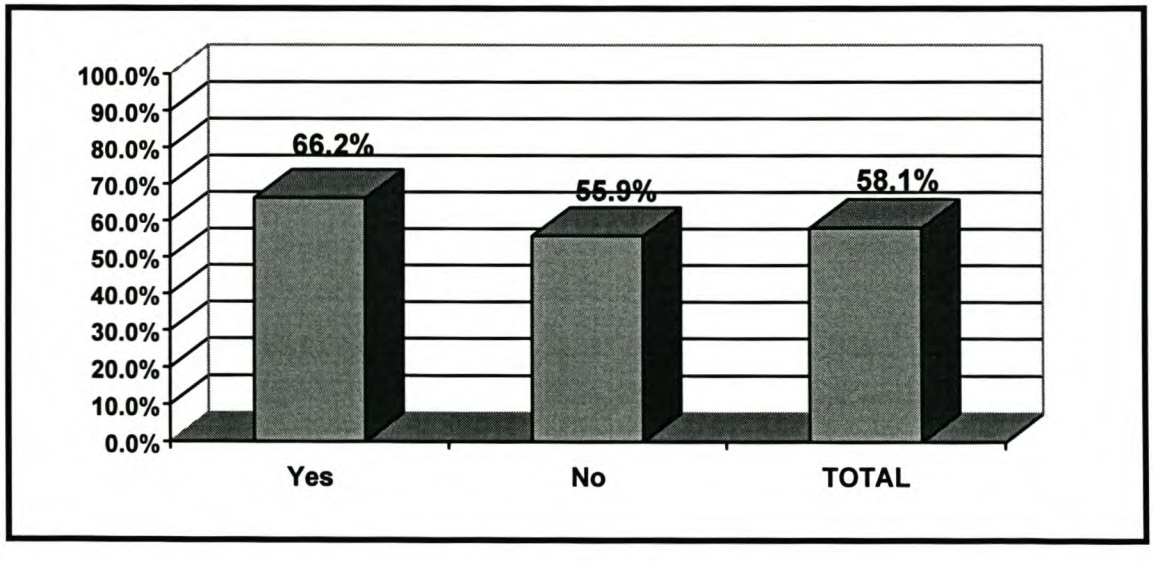
Training in special education	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	11	8,5	18	13,8	15	11,5	62	47,7	24	18,5	130	100,0
No	19	4,1	68	14,5	120	25,6	189	40,3	73	15,6	469	100,0
TOTAL	30	**5,0**	86	**14,4**	135	**22,5**	251	**41,9**	97	**16,2**	599	**100,0**

Note: χ^2=14,75; df=4; p<0.01

Graphically the agree responses look as follows:

FIGURE 4.20

AGREEMENT ON WHETHER SPECIAL SCHOOL PROVISION IS MORE COSTLY THAN PROVISION IN INCLUSIVE SETTINGS, BY TRAINING IN SPECIAL EDUCATION



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4.5.3.2 *Views towards the curriculum*

On analysing the views of educators towards the curriculum, according to educating level, region, age, mother tongue, qualification, teaching experience, average number of learners and training in special education, a significant difference was found for almost all the curriculum statements. Table 4.33 showed that more educators from secondary schools than from primary and combined schools agreed that curricular content should enable learners to develop and not only acquire knowledge through formal instruction, while table 4.34 showed that more primary school educators than combined and secondary educators agreed that learners with special educational needs would need to be separated for most learning activities in the inclusive class.

TABLE 4.33

WHETHER CURRICULAR CONTENT SHOULD ENABLE LEARNERS TO DEVELOP AND NOT ONLY ACQUIRE KNOWLEDGE THROUGH FORMAL INSTRUCTION, BY SCHOOL TYPE

School type	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Primary	2	0,8	7	2,7	14	5,4	131	50,8	104	40,3	258	100,0
Combined	5	2,6	7	3,6	19	9,7	89	45,6	75	38,5	195	100,0
Secondary	4	2,6	0	0,0	3	1,9	65	41,7	84	53,8	156	100,0
TOTAL	**11**	**1,8**	**14**	**2,3**	**36**	**5,9**	**285**	**46,8**	**263**	**43,2**	**609**	**100,0**

Note: χ^2=24,38; df8=; p<0.01

Graphically the agreement responses look as follows:

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FIGURE 4.21

AGREEMENT ON WHETHER CURRICULAR CONTENT SHOULD ENABLE LEARNERS TO DEVELOP AND NOT ONLY ACQUIRE KNOWLEDGE THROUGH FORMAL INSTRUCTION, BY SCHOOL TYPE

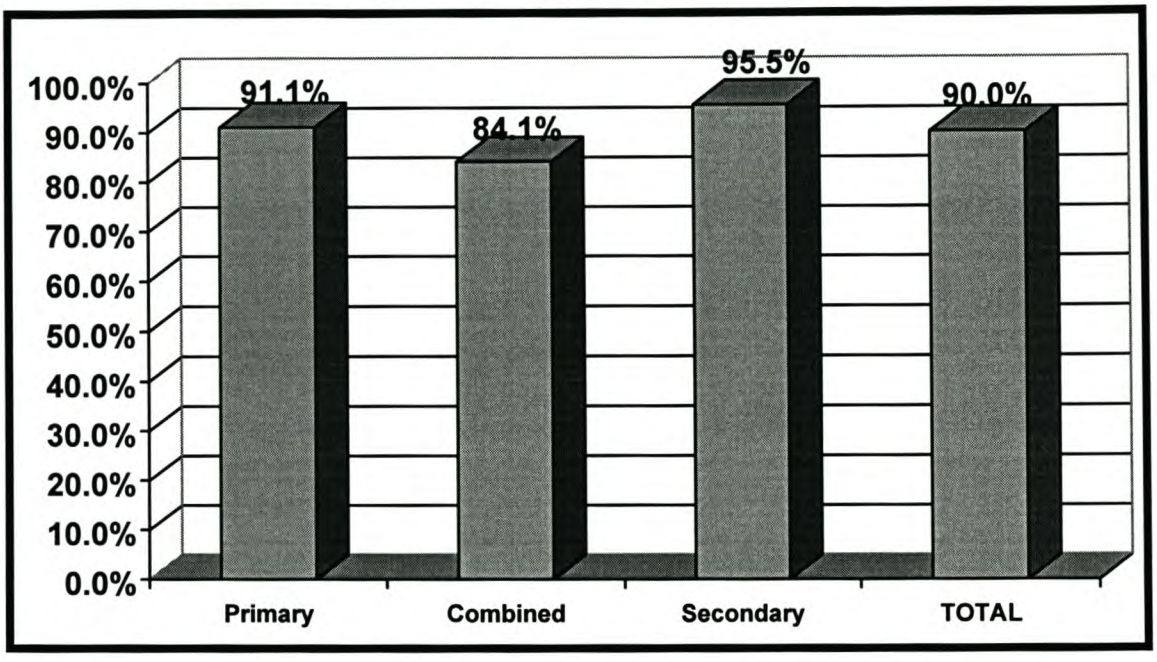

TABLE 4.34

WHETHER SPECIAL EDUCATIONAL NEEDS NEED TO BE SEPARATED , BY SCHOOL TYPE

School type	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Primary	30	11,6	66	25,5	14	5,4	106	40,9	43	16,6	259	100,0
Combined	29	15,1	49	25,5	16	8,3	67	34,9	31	16,1	192	100,0
Secondary	24	15,5	44	28,4	22	14,2	48	31,0	17	11,0	155	100,0
TOTAL	**83**	**13,7**	**159**	**26,2**	**52**	**8,6**	**221**	**36,5**	**91**	**15,0**	**606**	**100,0**

Note: χ^2=15,72; df=8; p<0.05

Graphically the agreement responses look as follows:

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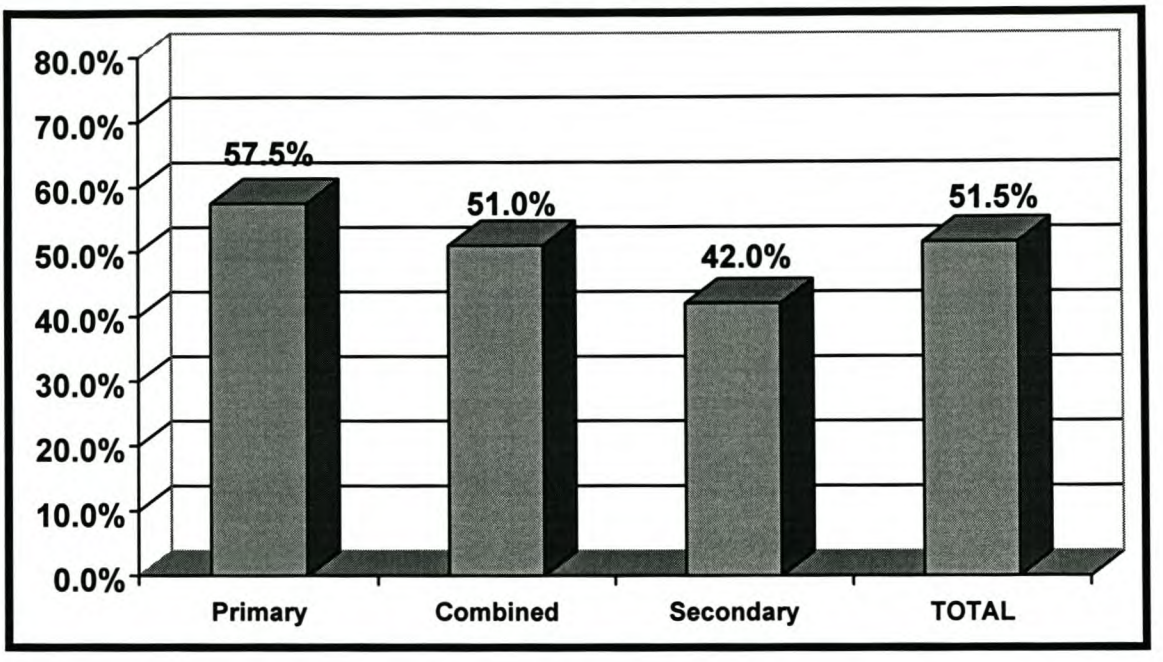
FIGURE 4.22

AGREEMENT ON WHETHER SPECIAL EDUCATIONAL NEEDS NEED TO BE SEPARATED , BY SCHOOL TYPE



The picture was reversed in table 4.35, when more secondary school educators disagreed that it is actually for the learner with special educational needs if their educator treats them as being different.

TABLE 4.35

WHETHER LEARNERS WITH SPECIAL EDUCATIONAL NEEDS SHOULD BE TREATED DIFFERENTLY, BY SCHOOL TYPE

School type	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Primary	68	26,2	88	33,8	23	8,8	49	18,8	32	12,3	260	100,0
Combined	58	29,9	64	33,0	6	3,1	39	20,1	27	13,9	194	100,0
Secondary	47	30,1	58	37,2	20	12,8	21	13,5	10	6,4	156	100,0
TOTAL	**173**	**28,4**	**210**	**34,4**	**49**	**8,0**	**109**	**17,9**	**69**	**11,3**	**610**	**100,0**

Note: χ^2=18,91; df=8; p<0.01

Graphically the agreement responses look as follows:

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FIGURE 4.23

AGREEMENT ON WHETHER LEARNERS WITH SPECIAL EDUCATIONAL NEEDS SHOULD BE TREATED DIFFERENTLY, BY SCHOOL TYPE

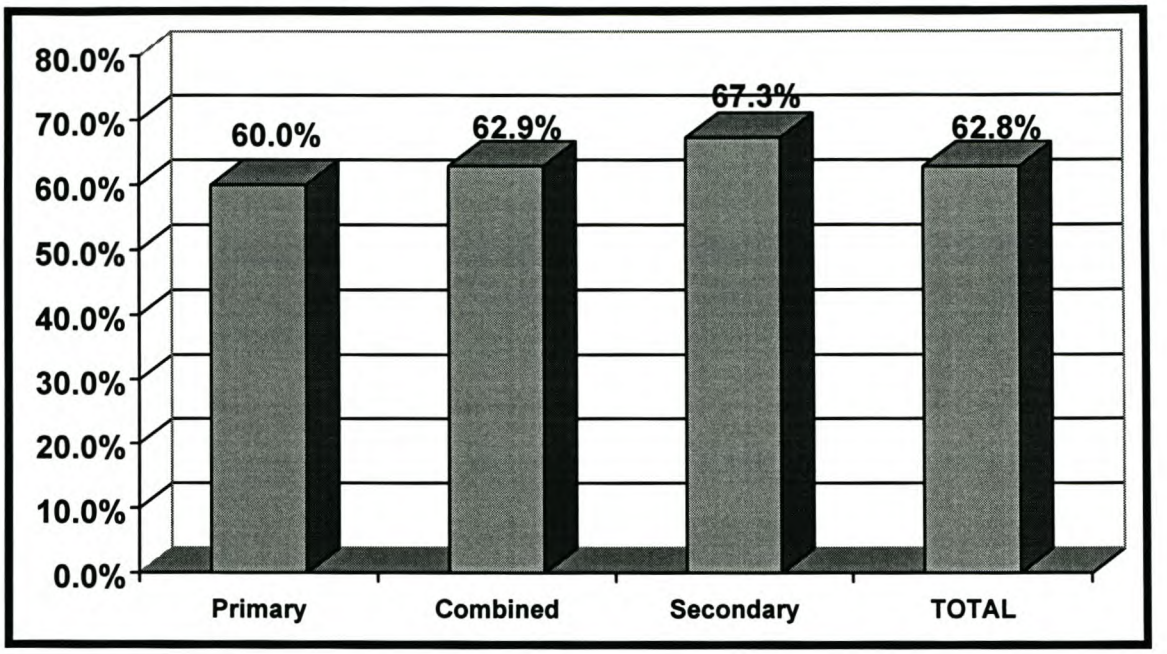

Table 4.36 revealed that significantly more educators from Keetmanshoop, Ondangwa-East and Ondangwa-West than those from other regions agreed that educational curricula need to be changed to give all learners a chance to succeed, while Table 4.37 showed that more educators from Windhoek and Khorixas than those from other regions agreed that teaching techniques, rather than subject matter, cause learners to perform poorly at school.

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TABLE 4.36

WHETHER THE CURRICULA NEED TO BE CHANGED, BY REGION

Region	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Windhoek	3	3,4	14	15,7	5	5,6	41	46,1	26	29,2	89	100,0
Keetmanshoop	2	2,7	8	11,0	4	5,5	41	56,2	18	24,7	73	100,0
Khorixas	3	3,0	23	23,0	8	8,0	40	40,0	26	26,0	100	100,0
Ondangwa-East	7	4,4	17	10,6	1	0,6	80	50,0	55	34,4	160	100,0
Ondangwa-West	2	1,1	17	9,1	7	3,8	84	45,2	76	40,9	186	100,0
TOTAL	**17**	**2,8**	**79**	**13,0**	**25**	**4,1**	**286**	**47,0**	**201**	**33,1**	**608**	**100,0**

Note: χ^2=35,10; df=16; p<0.01

Graphically the agreement responses look as follows:

FIGURE 4.24

AGREEMENT ON WHETHER THE CURRICULA NEED TO BE CHANGED, BY REGION

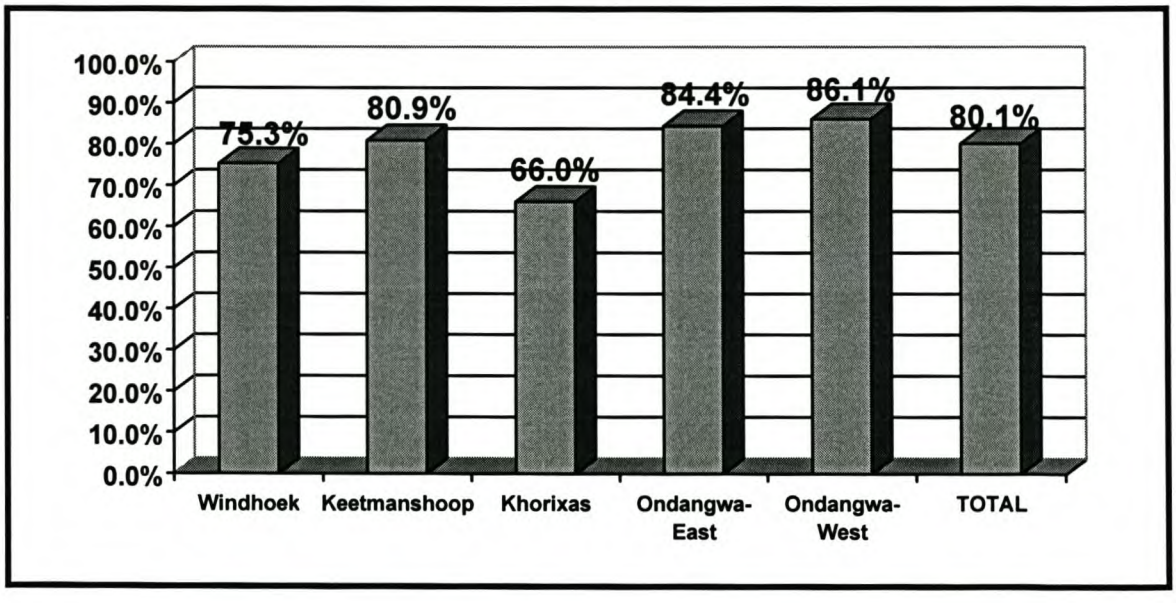

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TABLE 4.37

WHETHER TEACHING TECHNIQUES CAUSE POOR PERFORMANCE, BY REGION

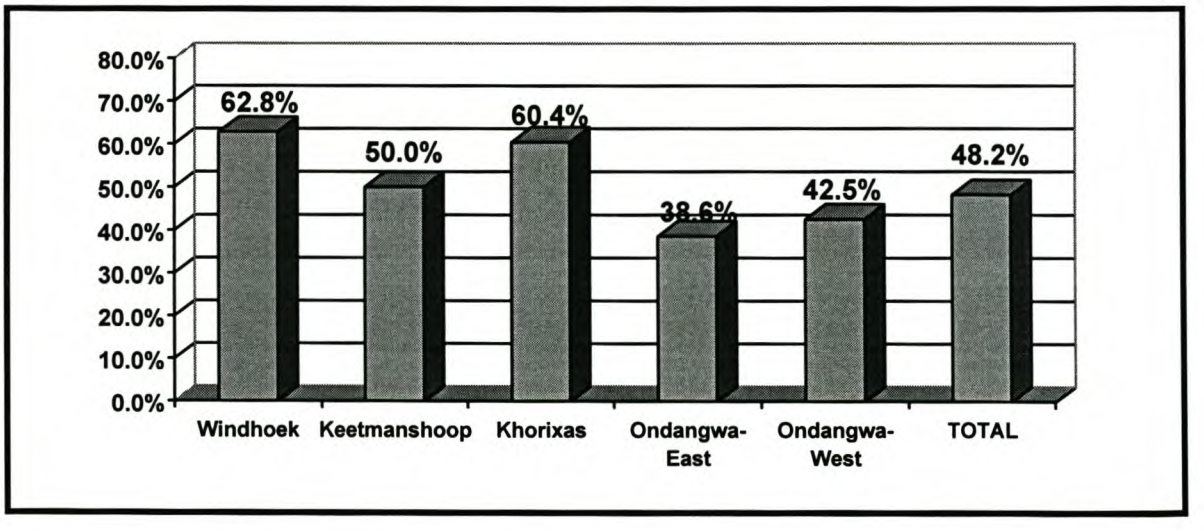
Region	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Windhoek	6	7,0	17	19,8	9	10,5	33	38,4	21	24,4	86	100,0
Keetmanshoop	8	11,1	19	26,4	9	12,5	29	24,3	7	9,7	72	100,0
Khorixas	8	7,9	23	22,8	9	8,9	47	46,7	14	13,9	101	100,0
Ondangwa-East	26	16,5	50	31,6	21	13,3	45	28,5	16	10,1	158	100,0
Ondangwa-West	25	13,4	60	32,3	22	11,8	53	28,5	26	14,0	186	100,0
TOTAL	**73**	**12,1**	**169**	**28,0**	**70**	**11,6**	**207**	**34,3**	**84**	**13,9**	**603**	**100,0**

Note: χ^2=30,69; df=16; p<0.05

Graphically the agreement responses look as follows:

FIGURE 4.25

AGREEMENT ON WHETHER TEACHING TECHNIQUES CAUSE POOR PERFORMANCE, BY REGION



A totally different picture was revealed in table 4.38 which showed that significantly more educators from the Khorixas, Keetmanshoop, Ondangwa-East and Ondangwa-West educational regions than those from the Windhoek educational region agreed that educators could adapt regular teaching materials

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to make them suitable for these learners, while table 4.39 showed that significantly more educators from Khorixas educational region agreed that learners with special educational needs would need to be separated for most learning activities in the inclusive class compared to other regions.

TABLE 4.38

WHETHER EDUCATORS COULD ADAPT TEACHING MATERIALS, BY REGION

Region	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Windhoek	8	8,9	16	17,8	10	11,1	34	37,8	22	24,4	90	100,0
Keetmanshoop	2	2,7	13	17,8	4	5,5	43	58,9	11	15,1	73	100,0
Khorixas	2	2,0	16	15,8	5	5,0	61	60,4	17	16,8	101	100,0
Ondangwa-East	10	6,3	15	9,4	12	7,5	82	51,3	41	25,6	160	100,0
Ondangwa-West	7	3,8	24	12,9	19	10,2	70	37,6	66	35,5	186	100,0
TOTAL	**29**	**4,8**	**84**	**13,8**	**50**	**8,2**	**290**	**47,5**	**157**	**25,7**	**610**	**100,0**

Note: χ^2=39,98; df=16; p<0.01

Graphically the agreement responses look as follows:

FIGURE 4.26

AGREEMENT ON WHETHER EDUCATORS COULD ADAPT TEACHING MATERIALS, BY REGION

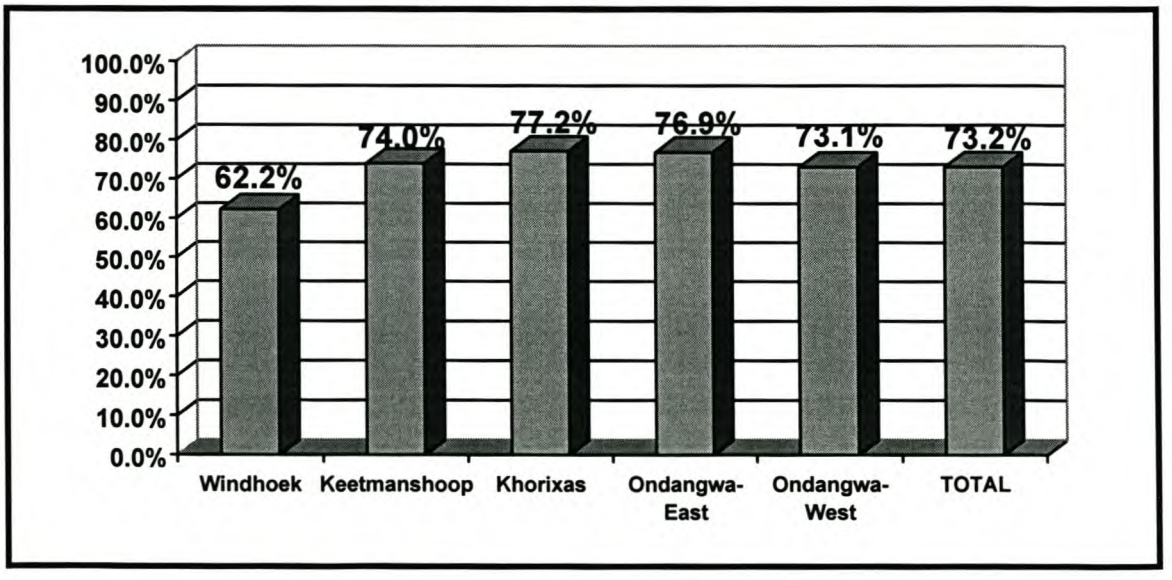

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TABLE 4.39

WHETHER SPECIAL EDUCATION NEEDS NEED TO BE SEPARATED, BY REGION

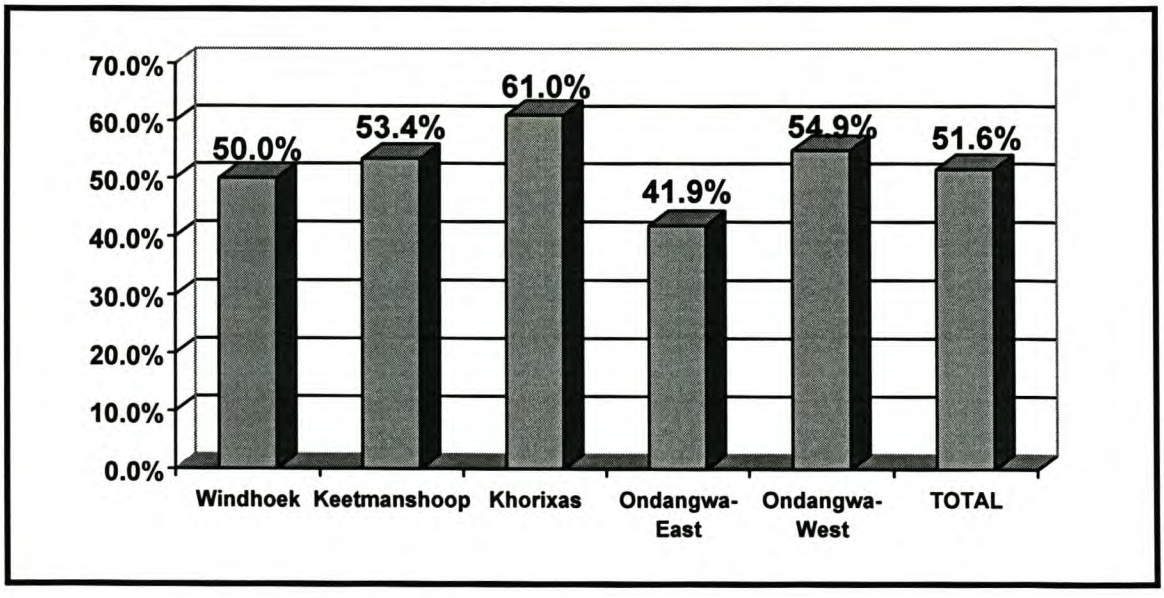
Region	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Windhoek	9	10,0	23	25,6	13	14,4	33	36,7	12	13,3	90	100,0
Keetmanshoop	8	11,0	17	23,3	9	12,3	29	39,7	10	13,7	73	100,0
Khorixas	8	8,0	25	25,0	6	6,0	49	49,0	12	12,0	100	100,0
Ondangwa-East	33	20,6	45	28,1	15	9,4	44	27,5	23	14,4	160	100,0
Ondangwa-West	25	13,6	49	26,6	9	4,9	66	35,9	35	19,0	184	100,0
TOTAL	**83**	**13,7**	**159**	**26,2**	**52**	**8,6**	**221**	**36,4**	**92**	**15,2**	**607**	**100,0**

Note: χ^2=29,38; df=16; p<0.05

Graphically the agreement responses look as follows:

FIGURE 4.27

AGREEMENT ON WHETHER SPECIAL EDUCATION NEEDS NEED TO BE SEPARATED, BY REGION



The data analysed according to age revealed in table 4.40 that more educators of 30 years and older compared to those younger than 30 years agreed that learners with special educational needs would need to be separated for most

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learning activities in the inclusive class.

TABLE 4.40

WHETHER SPECIAL EDUCATION NEEDS NEED TO BE SEPARATED, BY AGE

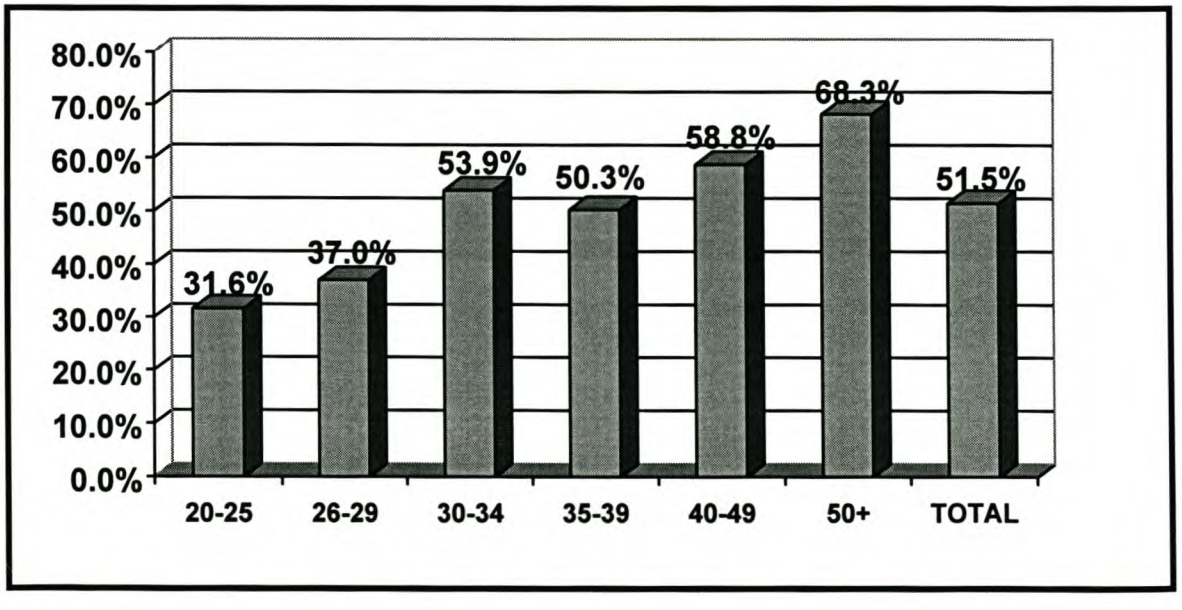
Age	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
20 –25	8	14,0	20	35,1	11	19,3	17	29,8	1	1,8	57	100,0
26 – 29	15	20,5	22	30,1	9	12,3	20	27,4	7	9,6	73	100,0
30 – 34	16	12,7	35	27,8	7	5,6	43	34,1	25	19,8	126	100,0
35 – 39	21	13,9	41	27,2	13	8,6	57	37,7	19	12,6	151	100,0
40 – 49	18	13,2	28	20,6	10	7,4	54	39,7	26	19,1	136	100,0
50 and more	4	6,6	12	21,3	2	3,3	29	47,5	13	21,3	61	100,0
TOTAL	**82**	**13,6**	**159**	**26,3**	**52**	**8,6**	**220**	**36,4**	**91**	**15,1**	**604**	**100,0**

Note: χ^2=40,57; df=20; p<0.01

Graphically the agreement responses look as follows:

FIGURE 4.28

AGREEMENT ON WHETHER SPECIAL EDUCATION NEEDS NEED TO BE SEPARATED, BY AGE



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Another surprising picture emerged when data were analysed according to the educator's mother tongue. According to tables 4.41, 4.42 and 4.43 significantly more Afrikaans, Khoekoegowab, Herero, Oshidonga and Lozi speaking educators compared to English speaking educators agreed with statements that educational curricula need to be changed to give all learners a chance to succeed; that most educators will welcome a new curriculum that will meet the needs of all learners (i.e. learners with and learners without special educational needs); and that if learners with special educational needs are included, educators could adapt regular teaching materials to make them suitable for these learners.

TABLE 4.41

WHETHER EDUCATIONAL CURRICULA NEED TO BE CHANGED TO GIVE ALL LEARNERS A CHANCE TO SUCCEED, BY MOTHER TONGUE

Mother tongue	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
English	0	0,0	10	33,3	2	6,7	13	43,3	5	16,7	30	100,0
Afrikaans	6	4,9	22	17,9	7	5,7	61	49,6	27	71,6	123	100,0
Khoekoegowab	2	4,1	6	12,2	6	12,2	24	49,0	11	22,4	49	100,0
Herero	0	0,0	5	12,2	1	2,4	16	39,0	19	46,3	41	100,0
Oshidonga	9	2,7	31	9,3	8	2,4	156	46,7	130	38,9	334	100,0
Lozi	0	0,0	4	17,4	0	0,0	11	47,8	8	34,8	23	100,0
TOTAL	**17**	**2,8**	**78**	**13,0**	**24**	**4,0**	**281**	**46,8**	**200**	**33,3**	**600**	**100.0**

Note: χ^2=48,68; df=20; p<0.01

Graphically the agreement responses look as follows:

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FIGURE 4.29

AGREEMENT ON WHETHER EDUCATIONAL CURRICULA NEED TO BE CHANGED TO GIVE ALL LEARNERS A CHANCE TO SUCCEED, BY MOTHER TONGUE

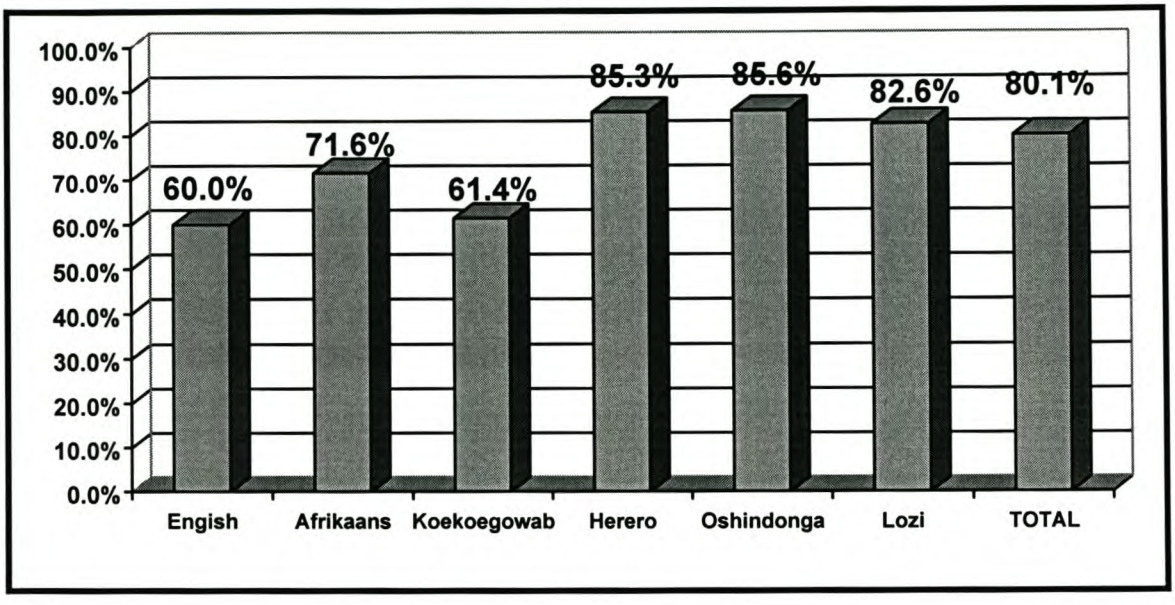

TABLE 4.42

WHETHER EDUCATORS WILL WELCOME A NEW CURRICULUM, BY MOTHER TONGUE

Mother tongue	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
English	1	3,3	3	10,0	7	23,3	14	46,7	5	16,7	30	100,0
Afrikaans	6	4,9	15	12,2	13	10,6	61	49,6	28	22,8	123	100,0
Khoekoegowab	1	2,1	5	10,4	6	12,5	24	50,0	12	25,0	48	100,0
Herero	2	4,7	2	4,7	4	9,3	12	27,9	23	53,5	43	100,0
Oshidonga	14	4,2	43	12,9	38	11,4	120	36,0	118	35,4	333	100,0
Lozi	1	4,3	1	4,3	5	21,7	6	26,1	10	43,5	23	100,0
TOTAL	**25**	**4,2**	**69**	**11,5**	**73**	**12,2**	**237**	**39,5**	**196**	**32,7**	**600**	**100.0**

Note: χ^2=32,40; df=20; p<0.05

Graphically the agreement responses look as follows:

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FIGURE 4.30

AGREEMENT ON WHETHER EDUCATORS WILL WELCOME A NEW CURRICULUM, BY MOTHER TONGUE

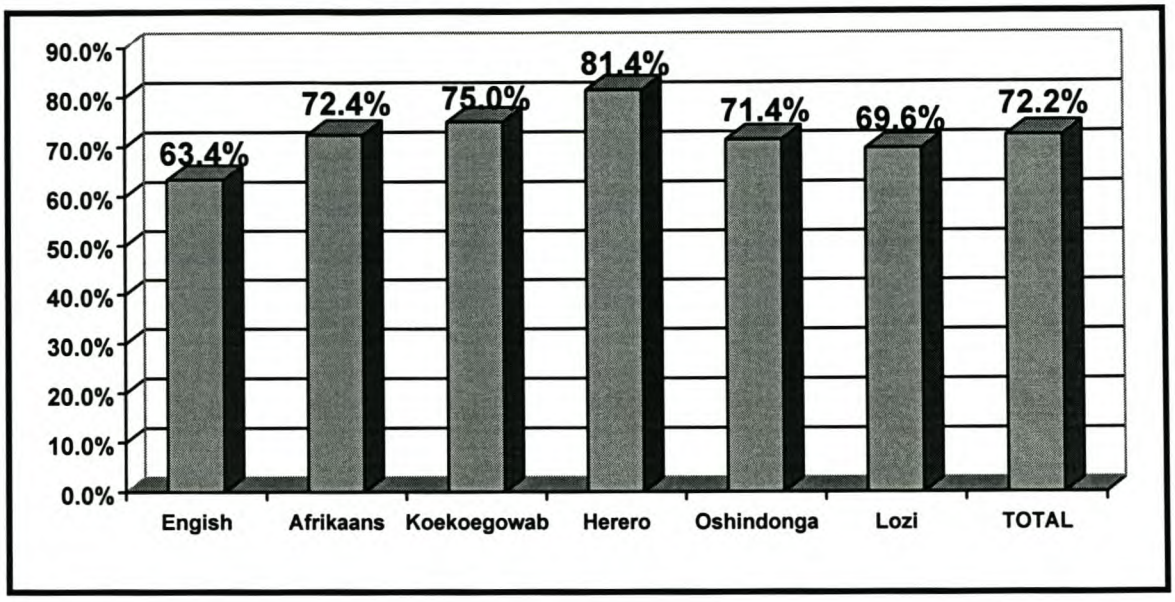

TABLE 4.43

WHETHER EDUCATORS COULD ADAPT TEACHING MATERIALS, BY MOTHER TONGUE

Mother tongue	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
English	2	6,7	5	16,7	4	13,3	15	50,0	4	13,3	30	100,0
Afrikaans	8	6,5	30	24,2	5	4,0	66	53,2	15	12,1	124	100,0
Khoekoegowab	1	2,1	5	10,4	4	8,3	26	54,2	12	25,0	48	100,0
Herero	1	2,3	3	6,8	4	9,1	21	47,7	15	34,1	44	100,0
Oshidonga	16	4,8	36	10,8	28	8,4	151	45,3	102	30,6	333	100,0
Lozi	0	0,0	3	13,0	3	13,0	9	39,1	8	34,8	23	100,0
TOTAL	**28**	**4,7**	**82**	**13,6**	**48**	**8,0**	**288**	**47,8**	**156**	**25,9**	**602**	**100.0**

Note: χ^2=39,65; df=20; p<0.01

Graphically the agreement responses look as follows:

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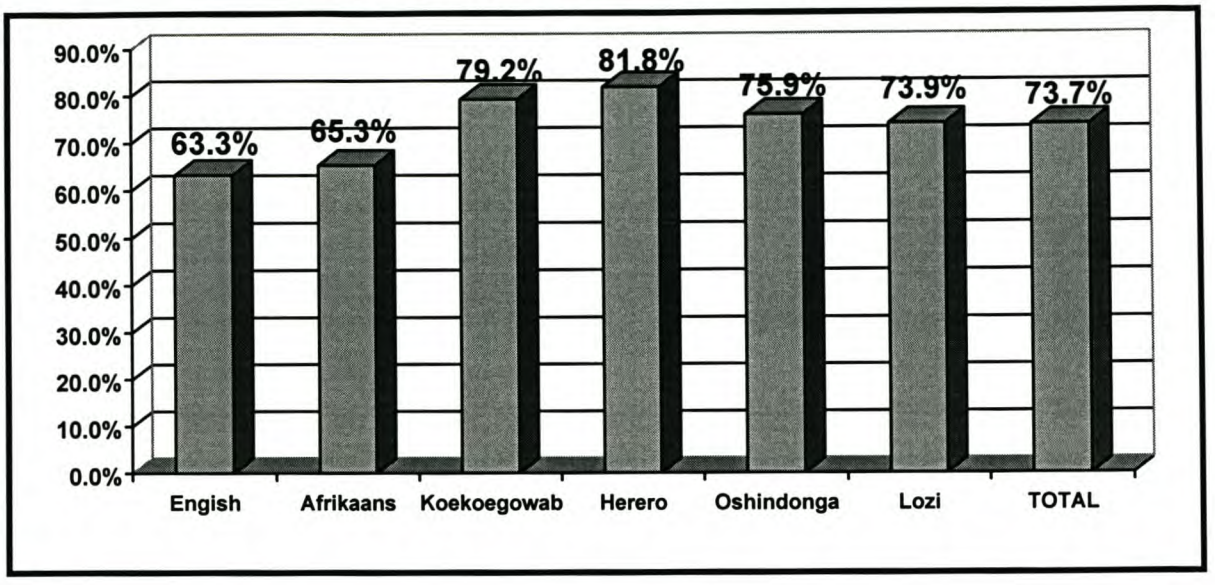
FIGURE 4.31

AGREEMENT ON WHETHER EDUCATORS COULD ADAPT TEACHING MATERIALS, BY MOTHER TONGUE



This picture changed in table 4.44 when significantly more English, Afrikaans, Khoekoegawab, Herero and Lozi speaking educators compared to Oshidonga speaking educators agreed that teaching techniques, rather than subject matter, cause learners to perform poorly at school.

TABLE 4.44

WHETHER TEACHING TECHNIQUES CAUSE POOR PERFORMANCE, BY MOTHER TONGUE

Mother tongue	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
English	1	3,4	6	20,7	5	17,2	14	48,3	3	10,3	29	100,0
Afrikaans	11	9,1	29	24,0	10	8,3	54	44,6	17	14,0	121	100,0
Khoekoegowab	4	8,3	7	14,6	10	20,8	17	35,4	10	20,8	48	100,0
Herero	1	2,3	12	27,9	2	4,7	19	44,2	9	20,9	43	100,0
Oshidonga	54	16,3	107	32,2	41	12,3	90	27,1	40	12,0	332	100,0
Lozi	2	8,7	5	21,7	2	8,7	10	43,5	4	17,4	23	100,0
TOTAL	**73**	**12,2**	**166**	**27,9**	**70**	**11,7**	**204**	**34,2**	**83**	**13,9**	**596**	**100.0**

Note: χ^2=42,52; df=20; p<0.01

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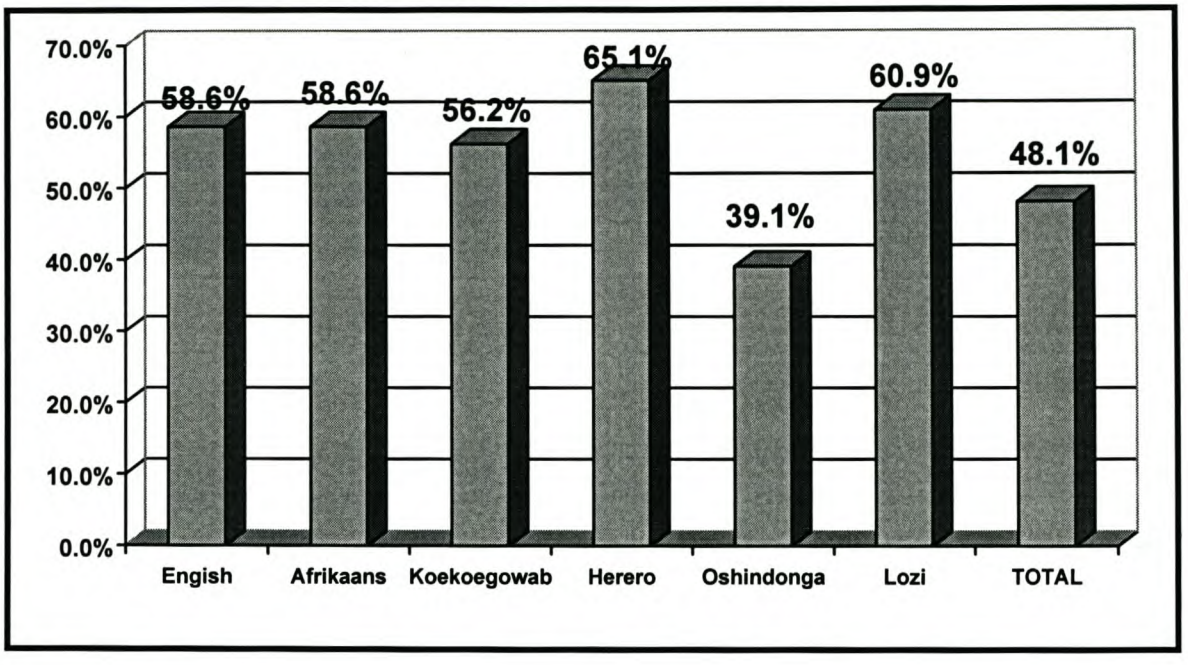
Graphically the agreement responses look as follows:

FIGURE 4.32

AGREEMENT ON WHETHER TEACHING TECHNIQUES CAUSE POOR PERFORMANCE, BY MOTHER TONGUE



The variable of qualification indicated in tables 4.45 and 4.46 that significantly more educators with degrees, degrees and further qualifications, and teaching diplomas and further qualifications agreed that curricular content should enable learners to develop and not only acquire knowledge through formal instruction and that teaching techniques, rather than subject matter, cause learners to perform poorly at school.

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TABLE 4.45

WHETHER CURRICULAR CONTENT SHOULD ENABLE LEARNERS TO DEVELOP, BY QUALIFICATION

Highest qualification	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Degree + further	2	1,6	1	0,8	3	2,3	54	42,2	68	53,1	128	100,0
Degree	1	4,0	0	0,0	0	0,0	13	52,0	11	44,0	25	100,0
Teaching diploma + further	1	1,2	0	0,0	4	4,8	35	41,7	44	52,4	84	100,0
Teaching diploma	3	1,5	4	2,0	11	5,4	91	44,8	94	46,3	203	100,0
Certificate	3	1,9	9	5,6	18	11,2	84	52,2	47	29,2	161	100,0
TOTAL	**10**	**1,7**	**14**	**2,3**	**36**	**6,0**	**277**	**46,1**	**264**	**43,9**	**601**	**100,0**

Note: χ^2=38,62; df=16; p<0.01

Graphically the agree responses look as follows:

FIGURE 4.33

AGREEMENT ON WHETHER CURRICULAR CONTENT SHOULD ENABLE LEARNERS TO DEVELOP, BY QUALIFICATION

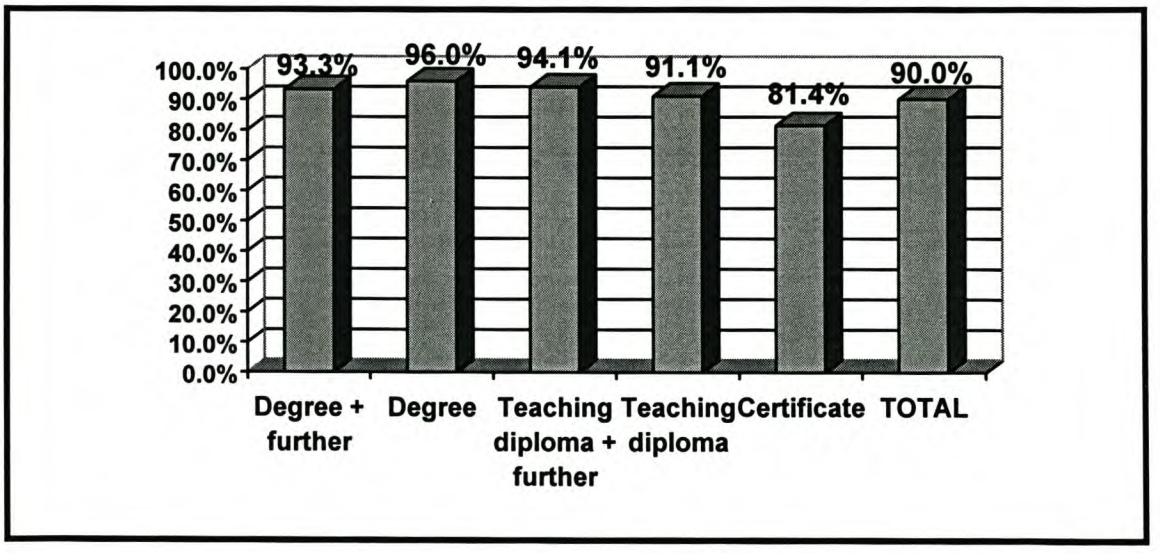

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TABLE 4.46

WHETHER TEACHING TECHNIQUES CAUSE POOR PERFORMANCE, BY QUALIFICATION

Highest qualification	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Degree + further	11	8,8	25	20,0	14	11,2	50	40,0	25	20,0	125	100,0
Degree	3	12,0	8	32,0	2	8,0	9	36,0	3	12,0	25	100,0
Teaching diploma + further	7	8,6	29	35,8	8	9,9	27	33,3	10	12,3	81	100,0
Teaching diploma	30	14,6	43	21,0	23	11,2	79	38,5	30	14,6	205	100,0
Certificate	22	13,8	60	37,7	21	13,2	41	25,8	15	9,4	159	100,0
TOTAL	**73**	**12,3**	**165**	**27,7**	**68**	**11,4**	**206**	**34,6**	**83**	**13,9**	**595**	**100,0**

Note: χ^2=29,59; df=16; p<0.05

Graphically the agree responses look as follows:

FIGURE 4.34

AGREEMENT ON WHETHER TEACHING TECHNIQUES CAUSE POOR PERFORMANCE, BY QUALIFICATION

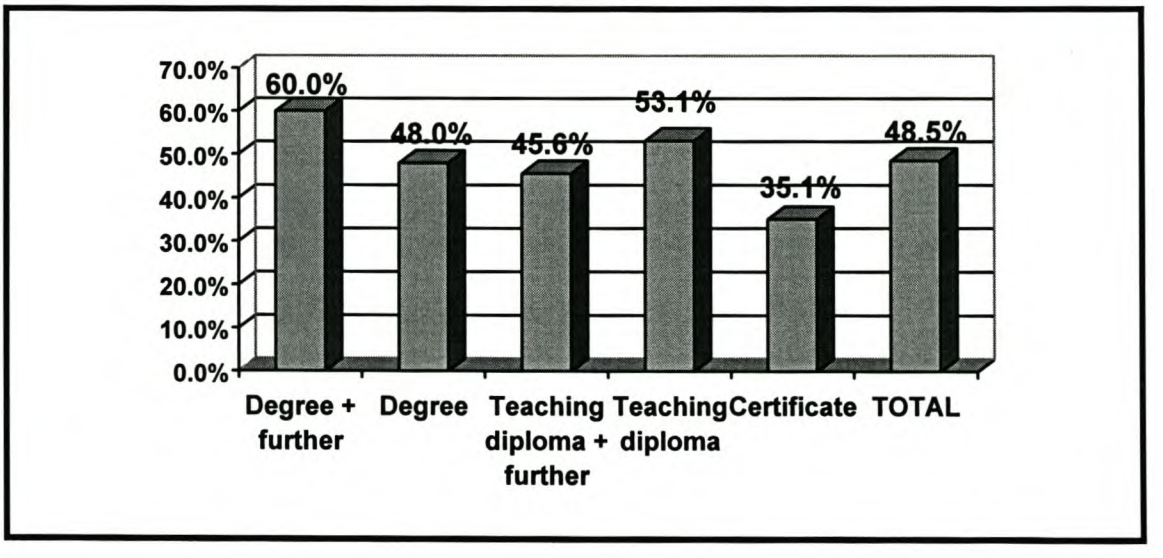

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Table 4.47 showed that significantly more educators with teaching experience of 6 years and more agreed with the statement that learners with special educational needs would need to be separated for most learning activities in the inclusive class than educators with 5 years of teaching experience or less. The impact of average learners on educators' views towards the curriculum statements, according to table 4.48, indicated that educators with 26 and more learners in their classes agreed more with the statement that most educators will welcome a new curriculum that will meet the needs of all learners (i.e. learners with and without special educational needs).

TABLE 4.47

WHETHER SPECIAL EDUCATION NEEDS NEED TO BE SEPARATED, BY TEACHING EXPERIENCE

Teaching experience	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Less than 1 year	6	19,4	6	19,4	5	16,1	13	41,9	1	3.2	31	100,0
1 – 5 years	22	17,9	45	36,6	15	12,2	31	25,2	10	8,1	123	100,0
6 – 10 years	19	15,8	35	29,2	10	8,3	38	31,7	18	15,0	120	100,0
11 – 15 years	20	12,9	32	20,6	11	7,1	69	44,5	23	14,8	155	100,0
16 – 20 years	8	12,1	16	24,2	6	9,1	22	33,3	14	21,2	66	100,0
21 – 25 years	4	7,3	10	18,2	5	9,1	23	41,8	13	23,6	55	100,0
More than 25 years	4	7,0	15	26,3	0	0,0	25	42,9	13	22,8	57	100,0
TOTAL	**83**	**13,7**	**159**	**26,2**	**52**	**8,6**	**221**	**36,4**	**92**	**15,2**	**607**	**100,0**

Note: χ^2=47,85; df=24; p<0.01

Graphically the agreement responses look as follows:

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FIGURE 4.35

AGREEMENT ON WHETHER SPECIAL EDUCATION NEEDS NEED TO BE SEPARATED, BY TEACHING EXPERIENCE

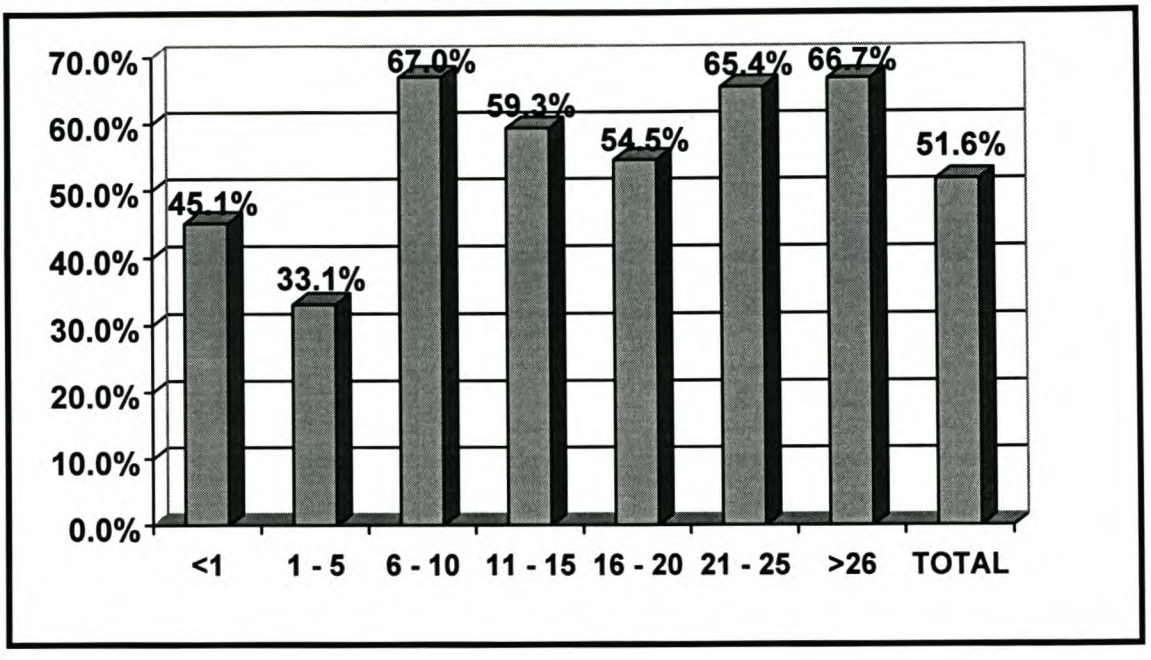


TABLE 4.48

WHETHER EDUCATORS WILL WELCOME A NEW CURRICULUM, BY AVERAGE LEARNERS

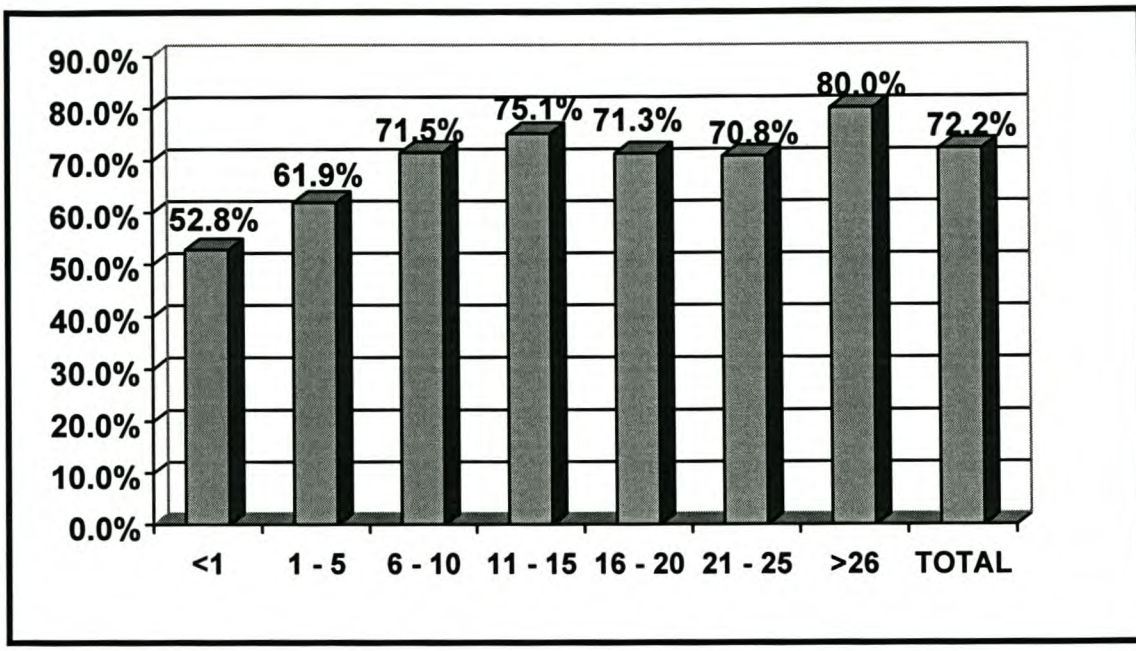
Average learners	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
20 and less	0	0,0	8	22,2	9	25,0	13	36,1	6	16,7	36	100,0
20 – 25	1	4,8	3	14,3	4	19,0	8	38,1	5	23,8	21	100,0
26 – 30	1	2,3	2	4,5	6	13,6	22	50,0	13	29,5	44	100,0
31 – 35	8	4,8	11	6,5	23	13,7	68	40,5	58	34,5	208	100,0
36 – 40	13	6,9	23	12,2	19	9,6	77	41,0	57	30,3	189	100,0
41 – 45	2	2,2	14	15,7	10	11,2	34	38,2	29	32,6	89	100,0
46 and more	0	0,0	8	13,3	4	6,7	20	33,3	28	46,7	60	100,0
TOTAL	**25**	**4,1**	**69**	**11,4**	**74**	**12,2**	**242**	**39,9**	**196**	**32,3**	**606**	**100,0**

Note: χ^2=38,05; df=24; p<0.05

Graphically the agreement responses look as follows:

FIGURE 4.36

AGREEMENT ON WHETHER EDUCATORS WILL WELCOME A NEW CURRICULUM, BY AVERAGE LEARNERS



With regard to training in special education, tables 4.49 and 4.50 showed that the majority of educators with no training in special education agreed with the statements that educational curricula need to be changed to give all learners a chance to succeed and that learners with special educational needs would need to be separated for most learning activities in the inclusive class.

TABLE 4.49

WHETHER CURRICULA NEED TO BE CHANGED, BY TRAINING IN SPECIAL EDUCATION

Training in special education	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	2	1,5	22	16,7	5	3,8	49	37,1	54	40,9	132	100,0
No	15	3,2	57	12,0	2-	4,2	237	49,9	146	30,7	475	100,0
TOTAL	**17**	**2,8**	**79**	**13,0**	**25**	**4,1**	**286**	**47,1**	**200**	**32,9**	**607**	**100,0**

Note: χ^2=9,59; df=4; p<0.05

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Graphically the agreement responses look as follows:

FIGURE 4.37

AGREEMENT ON WHETHER CURRICULA NEED TO BE CHANGED, BY TRAINING IN SPECIAL EDUCATION

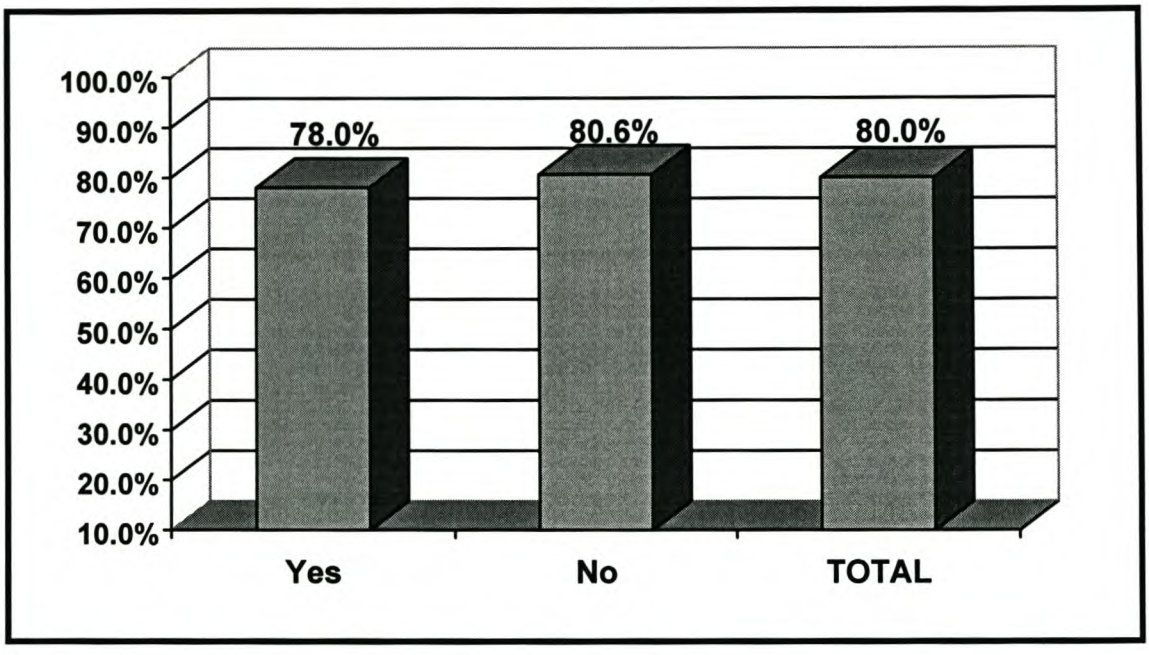

TABLE 4.50

WHETHER SPECIAL EDUCATION NEEDS NEED TO BE SEPARATED, BY TRAINING IN SPECIAL EDUCATION

Training in special education	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	31	23,5	38	28,8	6	4,5	40	30,3	17	12,9	132	100,0
No	51	10,8	121	25,5	46	9,7	181	38,2	75	15,8	474	100,0
TOTAL	**82**	**13,5**	**159**	**26,2**	**52**	**8,6**	**221**	**36,5**	**92**	**15,2**	**606**	**100,0**

Note: χ^2= 18,33; df=4; p<0.01

Graphically the agreement responses look as follows:

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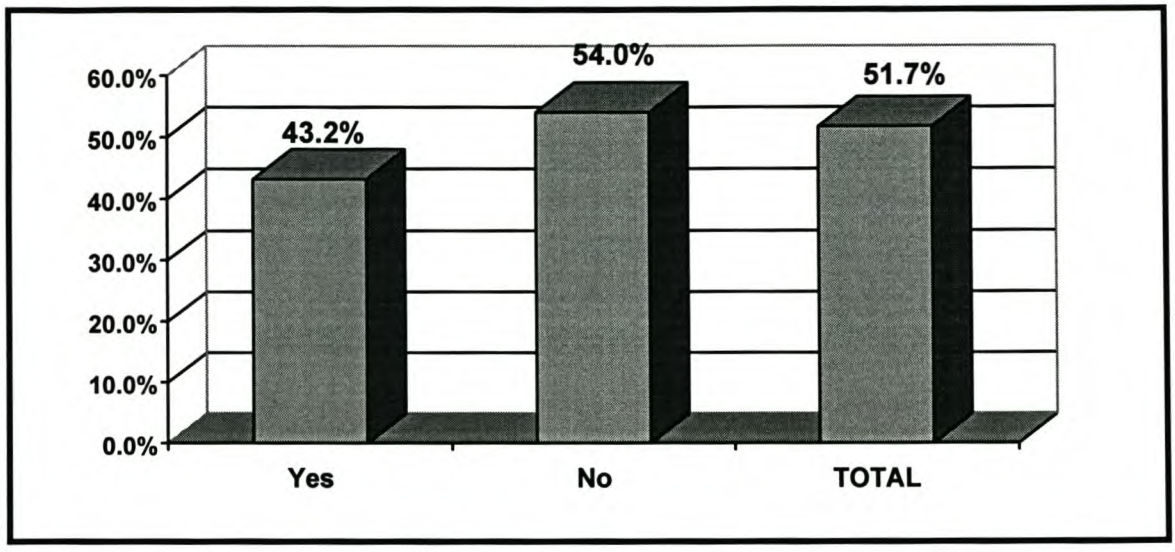
FIGURE 4.38

AGREEMENT ON WHETHER SPECIAL EDUCATION NEEDS NEED TO BE SEPARATED BY TRAINING IN SPECIAL EDUCATION



4.5.3.3 Views towards teacher education

According to table 4.51 significantly more educators from primary and combined schools compared to educators from secondary schools agreed that all educators should be trained to educate learners with various special educational needs.

TABLE 4.51

WHETHER ALL EDUCATORS SHOULD BE TRAINED FOR SPECIAL NEEDS EDUCATION, BY SCHOOL TYPE

School type	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Primary	4	1,5	30	11,6	10	3,9	98	37,8	117	45,2	259	100,0
Combined	3	1,5	12	6,1	6	3,1	67	34,2	108	55,1	196	100,0
Secondary	8	5,2	19	12,3	8	5,2	50	32,5	69	44,8	154	100,0
TOTAL	**15**	**2,5**	**61**	**10,0**	**24**	**3,9**	**215**	**35,3**	**294**	**48,3**	**609**	**100,0**

Note: χ^2=15,36; df=8; p<0.05

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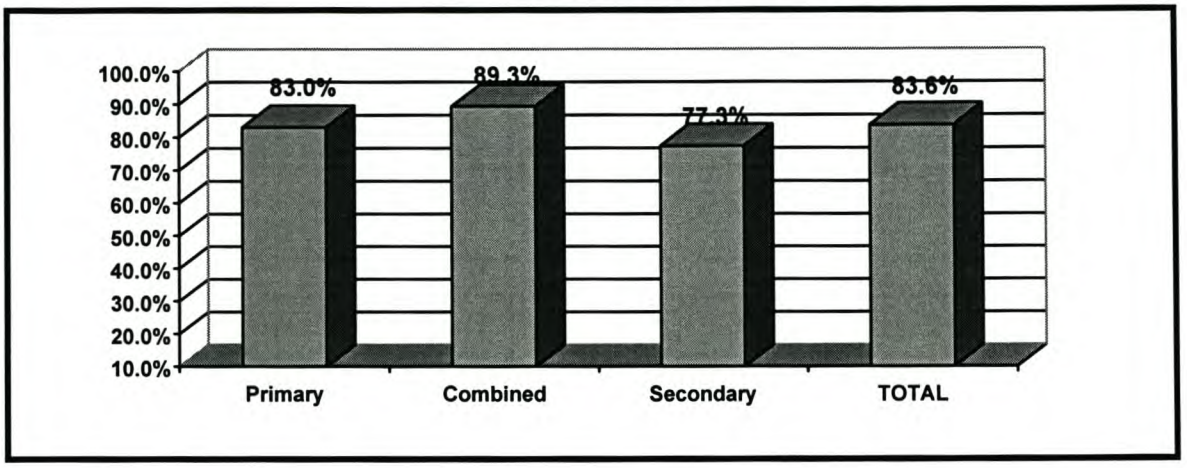
Graphically the agreement responses look as follows:

FIGURE 4.39

AGREEMENT ON WHETHER ALL EDUCATORS SHOULD BE TRAINED FOR SPECIAL NEEDS EDUCATION, BY SCHOOL TYPE



Regarding views towards teacher education, data in table 4.52 showed that significantly more educators from Ondangwa-East, Ondangwa-West, Khorixas and Keetmanshoop compared to Windhoek educational region agreed that pre-service educator training adequately equips educators to deal with diverse educational needs in the classroom.

TABLE 4.52

WHETHER PRE-SERVICE TRAINING ADEQUATELY EQUIPS EDUCATORS TO DEAL WITH DIVERSE EDUCATIONAL NEEDS IN THE CLASSROOM, BY REGION

Region	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Windhoek	18	20,5	18	20,5	20	22,7	20	22,7	12	13,6	88	100,0
Keetmanshoop	4	5,6	14	19,4	16	22,2	27	37,5	11	15,3	72	100,0
Khorixas	8	7,9	20	19,8	21	20,8	38	37,6	14	13,9	101	100,0
Ondangwa-East	3	1,9	22	13,9	34	21,5	68	43,0	31	19,6	158	100,0
Ondangwa-West	14	7,5	25	13,4	32	17,1	68	36,4	48	25,7	187	100,0
TOTAL	**47**	**7,8**	**99**	**16,3**	**123**	**20,3**	**221**	**36,5**	**16**	**19,2**	**606**	**100,0**

Note: χ^2=44,95; df=16; p<0.01

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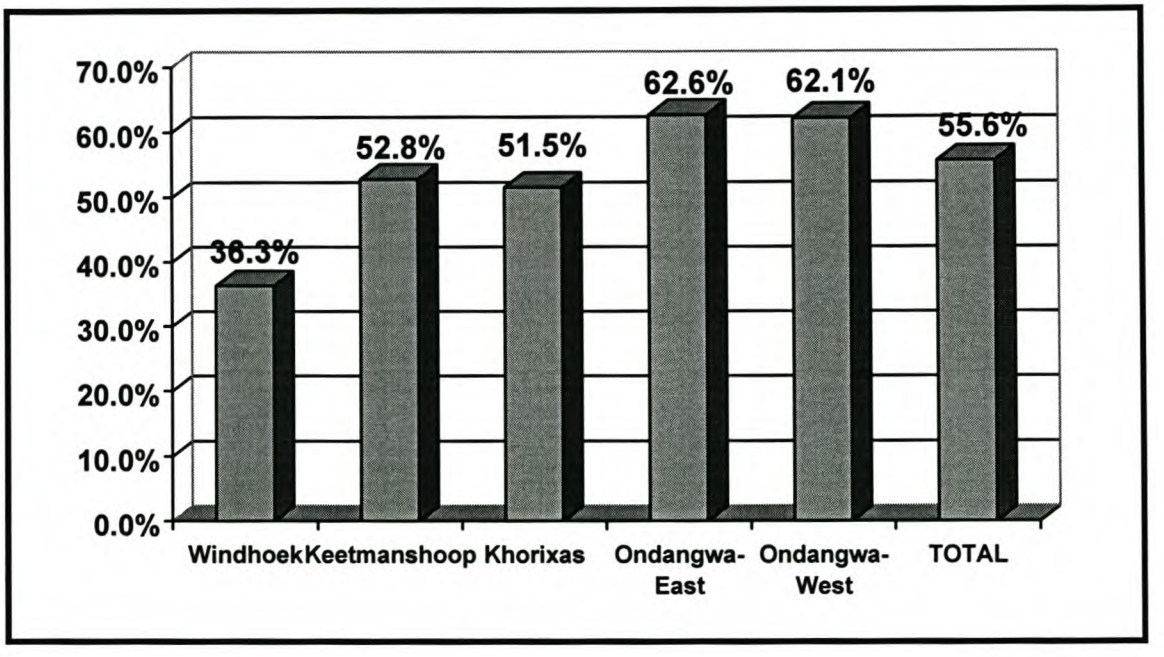
Graphically the agreement responses look as follows:

FIGURE 4.40

AGREEMENT ON WHETHER PRE-SERVICE TRAINING ADEQUATELY EQUIPS EDUCATORS TO DEAL WITH DIVERSE EDUCATIONAL NEEDS IN THE CLASSROOM, BY REGION



When analysed according to gender, table 4.53 revealed that significantly more male than female educators agreed that pre-service educator training adequately equips educators to deal with diverse educational needs in the classroom.

TABLE 4.53

WHETHER PRE-SERVICE TRAINING ADEQUATELY EQUIPS EDUCATORS TO DEAL WITH DIVERSE NEEDS, BY GENDER

Gender	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	22	9,4	32	13,7	39	16,7	83	35,6	57	24,5	233	100,0
Female	23	6,3	66	18,0	84	22,9	136	37,1	58	15,8	367	100,0
TOTAL	**45**	**7,5**	**98**	**16,3**	**123**	**20,5**	**219**	**36,5**	**115**	**19,2**	**600**	**100,0**

Note: χ^2=11,78; df=4; p<0.05

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Graphically the agreement responses look as follows:

FIGURE 4.41

AGREEMENT ON WHETHER PRE-SERVICE TRAINING ADEQUATELY EQUIPS EDUCATORS TO DEAL WITH DIVERSE NEEDS, BY GENDER

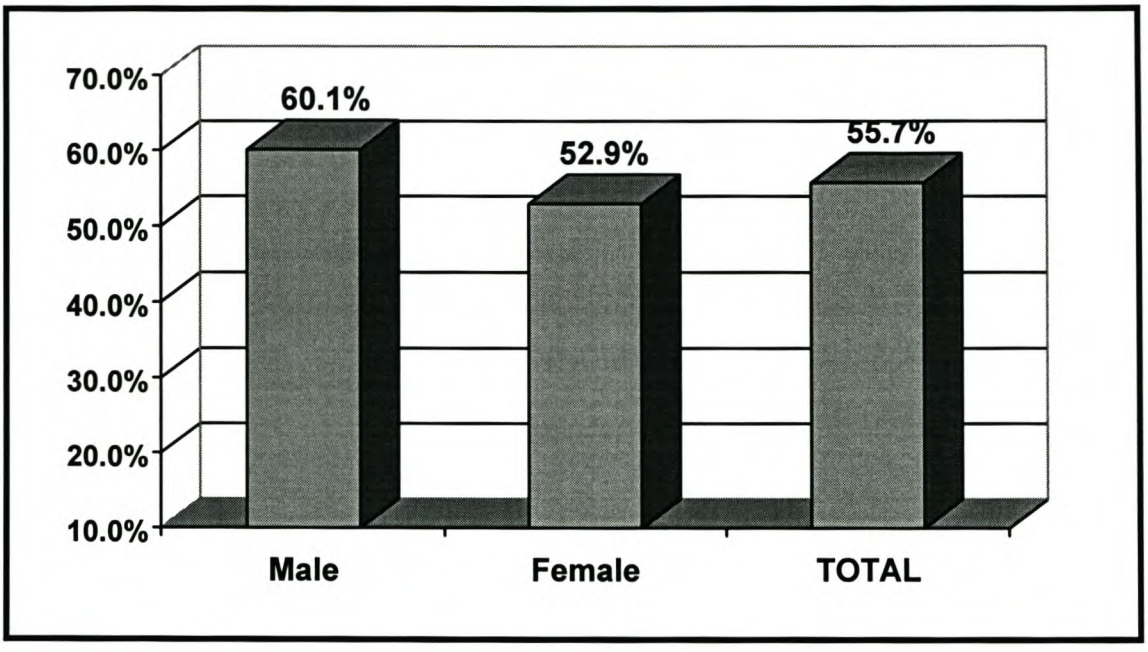

Table 4.54 showed that significantly more educators with degrees and further qualifications, teaching diplomas and further qualification, teaching diplomas and certificates, compared to educators with degrees only, agreed that all educators should be trained to educate learners with various special educational needs.

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TABLE 4.54

WHETHER ALL EDUCATORS SHOULD BE TRAINED FOR SPECIAL NEEDS EDUCATION, BY HIGHEST QUALIFICATION

Highest qualification	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Degree + further	2	1,6	13	10,4	2	1,6	45	36,0	63	50,4	125	100,0
Degree	10	0,0	2	8,0	5	20,0	5	20,0	13	52,0	25	100,0
Teaching diploma + further	2	2,4	8	9,5	4	4,8	33	39,3	37	44,0	84	100,0
Teaching diploma	5	2,4	17	8,3	6	2,9	68	33,2	109	53,2	205	100,0
Certificate	6	3,7	20	12,3	6	3,7	59	36,4	71	43,8	162	100,0
TOTAL	**15**	**2,5**	**60**	**10,0**	**23**	**3,8**	**210**	**34,9**	**293**	**48,8**	**601**	**100,0**

Note: χ^2=27,46; df=16; p<0.05

Graphically the disagreement responses look as follows:

FIGURE 4.42

DISAGREEMENT ON WHETHER ALL EDUCATORS SHOULD BE TRAINED FOR SPECIAL NEEDS EDUCATION, BY HIGHEST QUALIFICATION

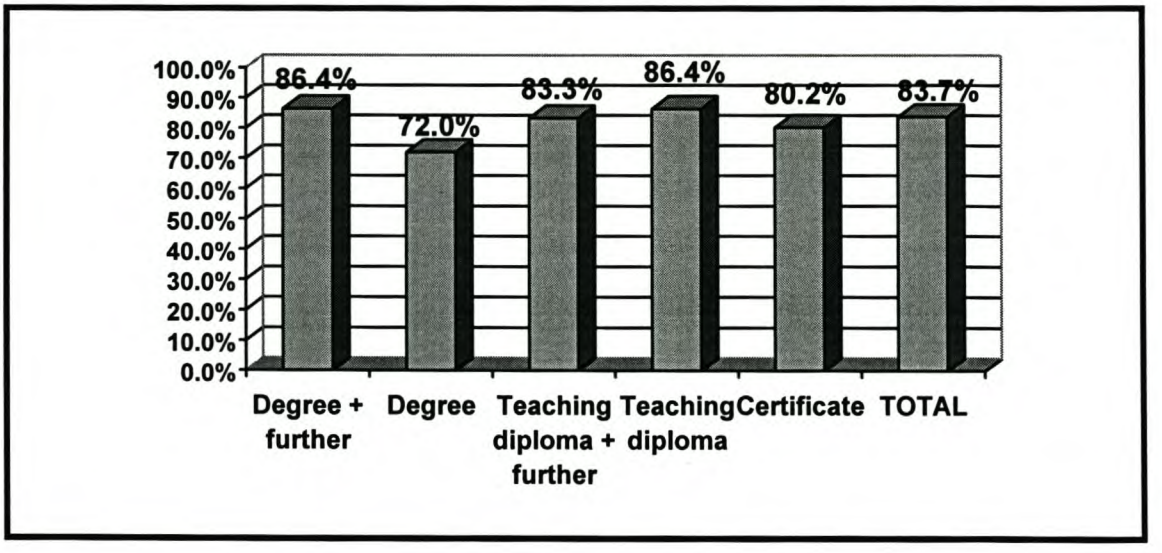


Table 4.56 further showed that significantly more educators with degrees, and certificates, compared to educators with other qualifications agreed that pre-

service educator training adequately equips educators to deal with diverse educational needs in the classroom.

TABLE 4.55

WHETHER PRE-SERVICE TRAINING ADEQUATELY EQUIPS EDUCATORS TO DEAL WITH DIVERSE EDUCATIONAL NEEDS, BY HIGHEST QUALIFICATION

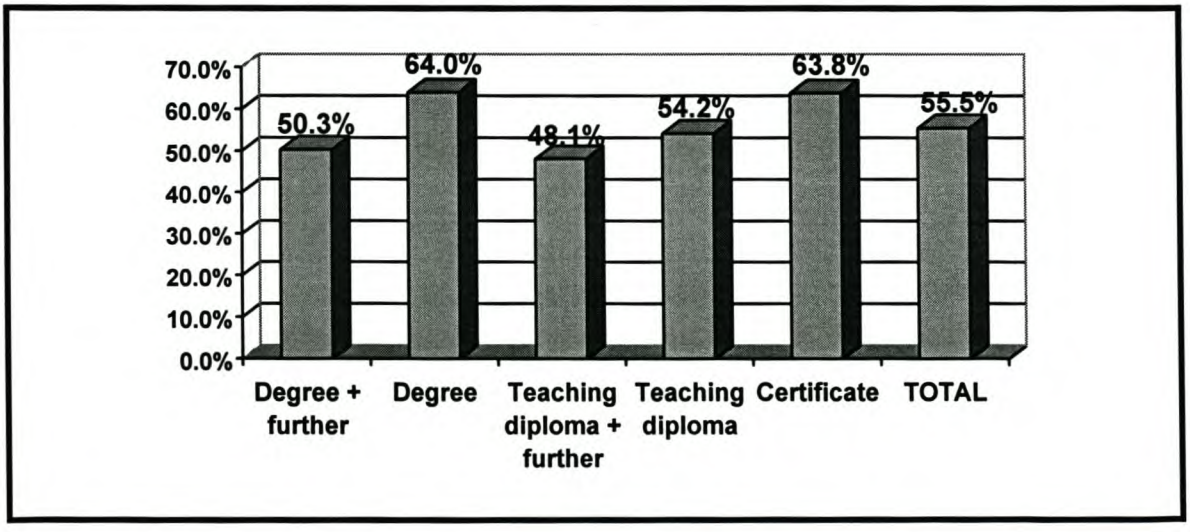
Highest qualification	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Degree + further	22	17,3	19	15,0	22	17,3	36	28,3	28	22,0	127	100,0
Degree	1	4,0	3	12,0	5	20,0	10	40,0	6	24,0	25	100,0
Teaching diploma + further	6	7,2	18	21,7	19	22,9	30	36,1	10	12,0	83	100,0
Teaching diploma	14	6,9	38	18,7	41	20,2	70	34,5	40	19,7	203	100,0
Certificate	4	2,5	20	12,5	34	21,3	71	44,4	31	19,4	160	100,0
TOTAL	**47**	**7,9**	**98**	**16,4**	**121**	**20,2**	**217**	**36,3**	**115**	**19,2**	**598**	**100,0**

Note: χ^2=34,44; df=16; p<0.01

Graphically the disagreement responses look as follows:

FIGURE 4.43

DISAGREEMENT ON WHETHER PRE-SERVICE TRAINING ADEQUATELY EQUIPS EDUCATORS TO DEAL WITH DIVERSE EDUCATIONAL NEEDS, BY HIGHEST QUALIFICATION



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The other variable that appeared to influence educators' views on the teacher education items, was post held. According to table 4.56 significantly more classroom educators, subject heads, heads of departments and deputy principals compared to principals agreed that in order for inclusion to succeed, educators must receive in-service training in educating learners with special educational needs.

TABLE 4.56

WHETHER INCLUSION NEEDS IN-SERVICE TRAINING, BY POSITION

Position	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Principal	3	4,3	5	7,2	0	0,0	20	29,0	41	59,4	69	100,0
Deputy Principal	0	0,0	0	0,0	0	0,0	4	23,5	13	76,5	17	100,0
Head of Department	0	0,0	1	1,4	0	0,0	23	32,4	47	66,2	71	100,0
Subject Head	0	0,0	0	0,0	0	0,0	14	20,3	55	79,7	69	100,0
Educator	7	1,8	5	1,3	3	0,8	127	32,8	245	63,3	387	100,0
TOTAL	**10**	**1,6**	**11**	**1,8**	**3**	**0,5**	**188**	**30,7**	**401**	**65,4**	**613**	**100,0**

Note: χ^2=27,63; df=16; p<0.05

Graphically the disagreement responses look as follows:

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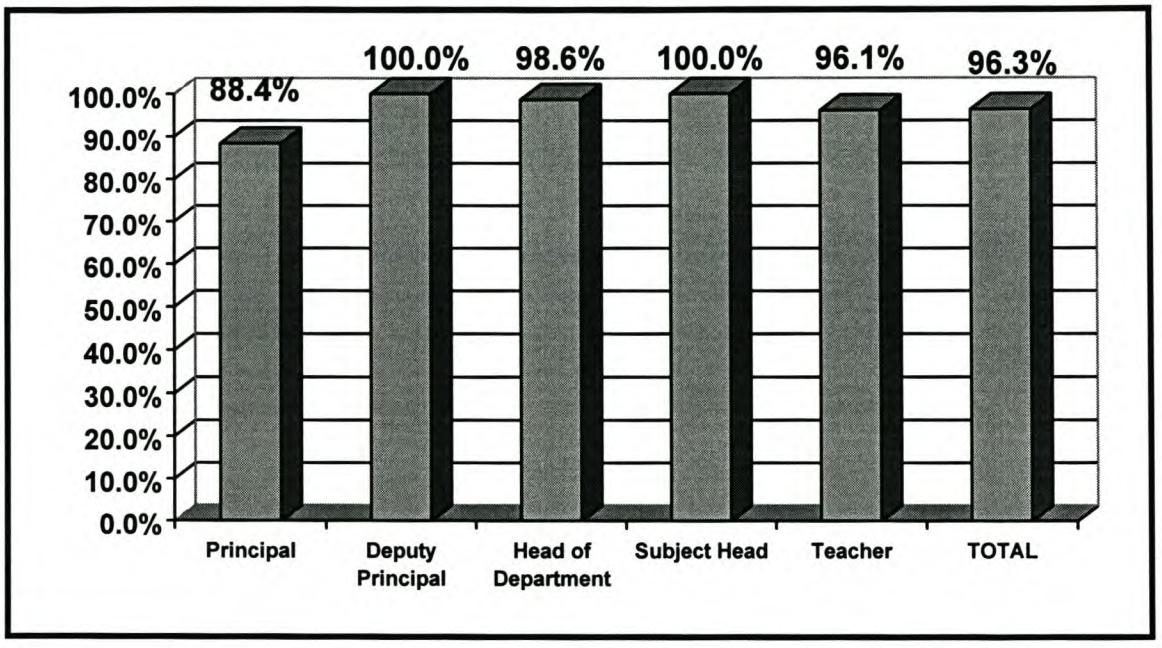
FIGURE 4.44

DISAGREEMENT WHETHER INCLUSION NEEDS IN-SERVICE TRAINING BY POSITION



4.5.3.4 Views towards support services

A $\chi 2$ analysis of these data revealed that there were significant differences in educators' views with respect to educating level. For example, data in table 4.57 revealed that significantly more educators in primary schools agreed that learners with special educational needs will receive the special attention that they need only if they are placed in classes of about 15 learners or fewer, while tables 4.58 and 4.59 showed that significantly more educators in secondary schools agreed that computers could be a useful teaching aid in making successful regular classes which include learners with special educational needs, and that the backup help from specialist educators is an essential factor for successful inclusion.

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TABLE 4.57

WHETHER SPECIAL ATTENTION WILL BE RECEIVED ONLY IN CLASSES OF 15 LEARNERS OR FEWER, BY SCHOOL TYPE

School type	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Primary	2	0,8	14	5,4	21	8,1	88	34,0	134	51,7	259	100,0
Combined	5	2,5	21	10,7	7	3,6	79	40,1	85	43,2	197	100,0
Secondary	2	1,3	4	2,6	20	12,8	71	45,5	59	37,8	156	100,0
TOTAL	**9**	**1,5**	**39**	**6,4**	**48**	**7,8**	**238**	**38,9**	**278**	**45,4**	**612**	**100,0**

Note: χ^2=29,53; df=8; p<0.01

Graphically the agreement responses look as follows:

FIGURE 4.45

AGREEMENT ON WHETHER SPECIAL ATTENTION WILL BE RECEIVED ONLY IN CLASSES OF 15 LEARNERS OR FEWER, BY SCHOOL TYPE

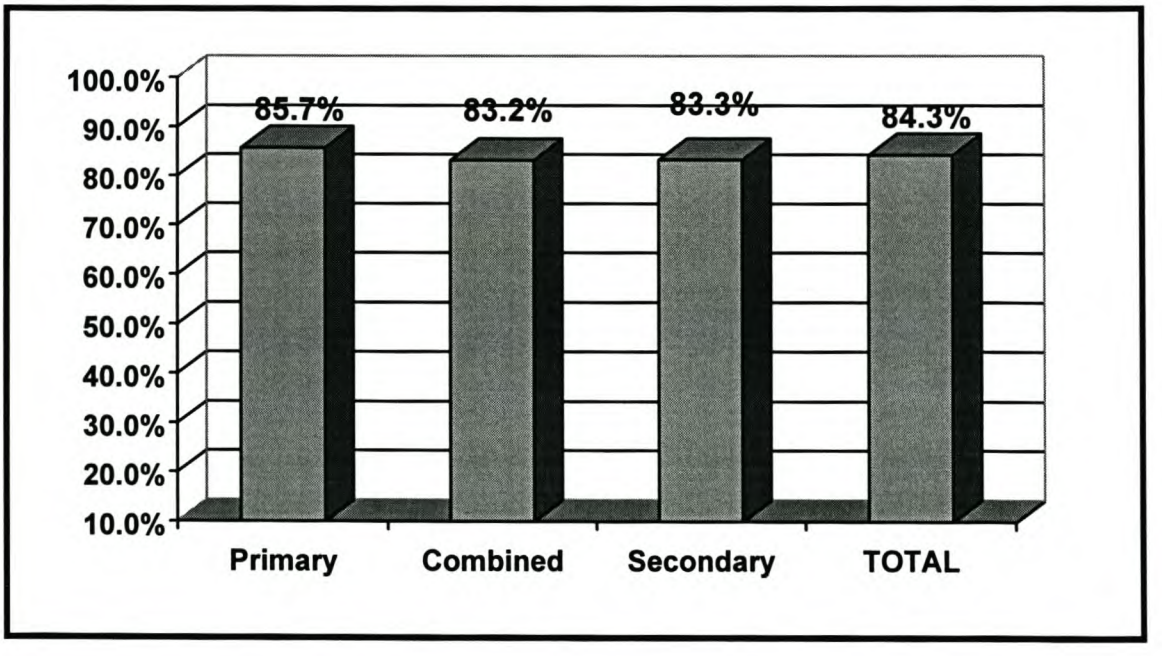

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TABLE 4.58

WHETHER COMPUTERS COULD BE A USEFUL TEACHING AID, BY SCHOOL TYPE

School type	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Primary	0	0,0	21	8,2	59	23,0	116	45,3	60	23,4	256	100,0
Combined	13	6,6	16	8,2	56	28,6	58	29,6	53	27,0	196	100,0
Secondary	2	1,3	10	6,4	31	19,9	72	46,2	41	26,3	156	100,0
TOTAL	**15**	**2,5**	**47**	**7,7**	**146**	**24,0**	**246**	**40,5**	**154**	**25,3**	**608**	**100,0**

Note: χ^2=33,48; df=8; p<0.01

Graphically the agreement responses look as follows:

FIGURE 4.46

AGREEMENT ON WHETHER COMPUTERS COULD BE A USEFUL TEACHING AID, BY SCHOOL TYPE

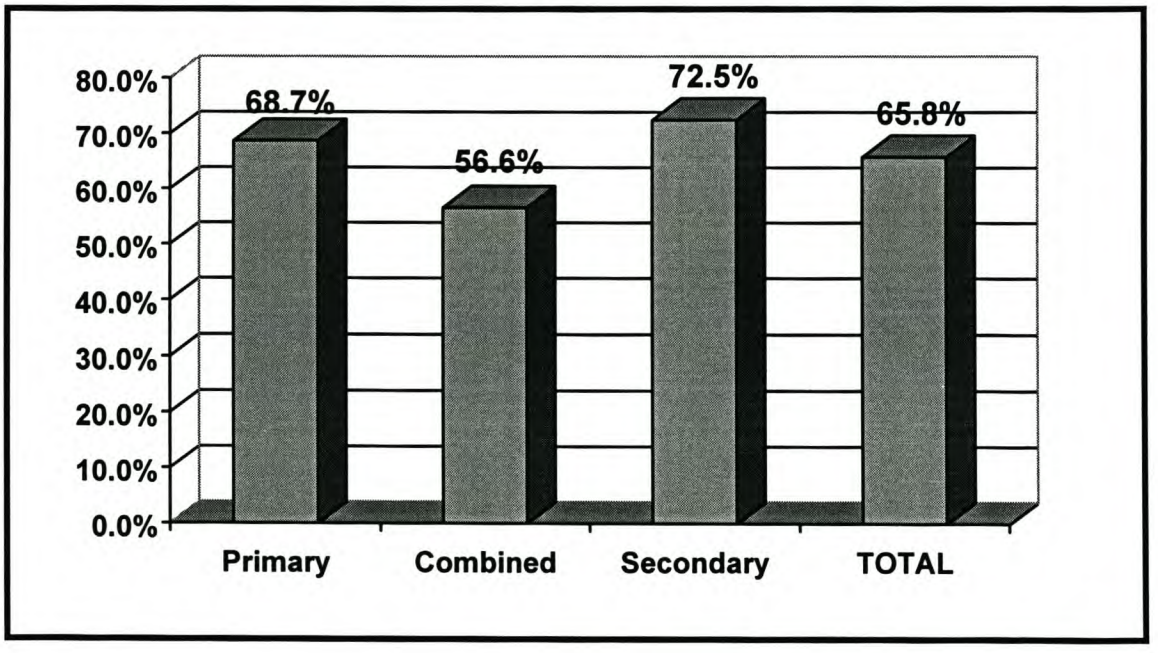


TABLE 4.59

WHETHER SPECIALIST EDUCATORS IS ESSENTIAL FOR INCLUSION, BY SCHOOL TYPE

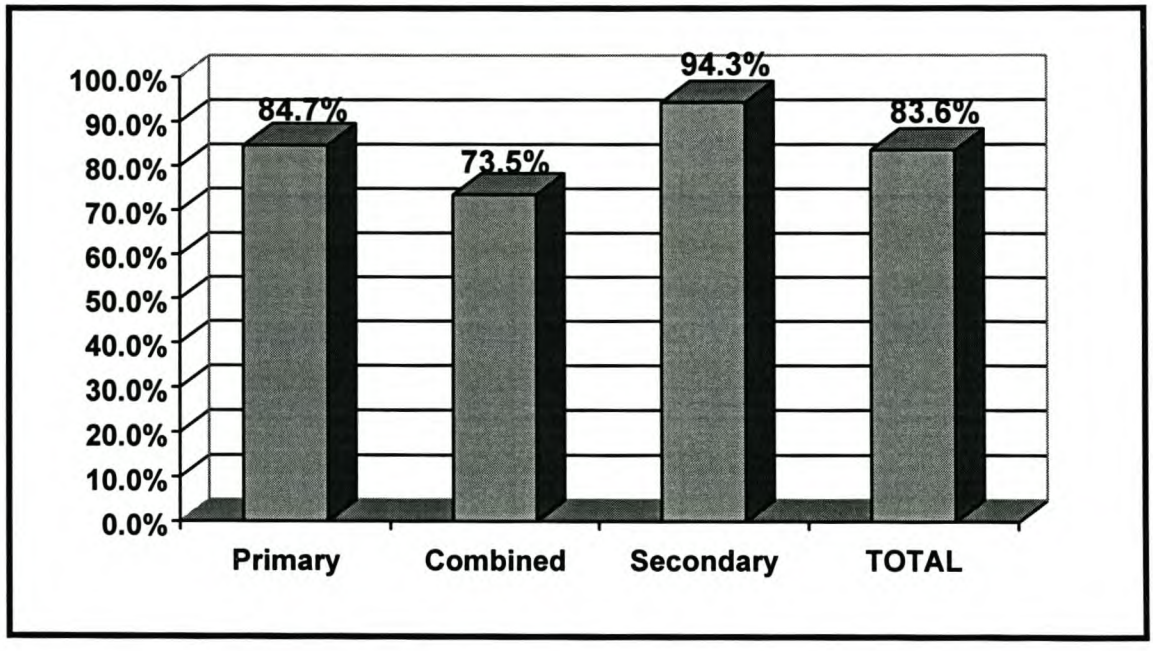
School type	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Primary	5	2,0	6	2,3	28	10,9	126	49,2	91	35,5	256	100,0
Combined	2	1,0	12	6,3	37	19,3	76	39,6	65	33,9	192	100,0
Secondary	0	0,0	3	1,9	6	3,8	65	41,7	82	52,6	156	100,0
TOTAL	**7**	**1,2**	**21**	**3,5**	**71**	**11,8**	**267**	**44,1**	**238**	**39,4**	**604**	**100,0**

Note: χ^2=39,11; df=8; p<0.01

Graphically the agreement responses look as follows:

FIGURE 4.47

AGREEMENT ON WHETHER SPECIALIST EDUCATORS IS ESSENTIAL FOR INCLUSION, BY SCHOOL TYPE



According to table 4.60 the variable of region revealed that significantly more educators from Windhoek, Keetmanshoop and Khorixas agreed that computers could be a useful teaching aid in making successful regular classes which include learners with special educational needs.

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TABLE 4.60

WHETHER COMPUTERS COULD BE A USEFUL TEACHING AID, BY REGION

Region	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Windhoek	1	1,1	2	2,3	16	18,2	46	52,3	23	26,1	88	100,0
Keetmanshoop	2	2,7	4	5,5	16	21,9	36	49,3	15	20,5	73	100,0
Khorixas	0	0,0	4	4,0	27	26,7	41	40,6	29	28,7	101	100,0
Ondangwa-East	9	5,6	16	10,0	33	20,6	61	38,1	41	25,6	160	100,0
Ondangwa-West	3	1,6	21	11,2	55	29,4	62	33,2	46	24,6	187	100,0
TOTAL	**15**	**2,5**	**47**	**7,7**	**147**	**24,1**	**246**	**40,4**	**154**	**26,3**	**609**	**100,0**

Note: χ^2=32,99; df=16; p<0.01

Graphically the agreement responses look as follows:

FIGURE 4.48

AGREEMENT ON WHETHER COMPUTERS COULD BE A USEFUL TEACHING AID BY REGION

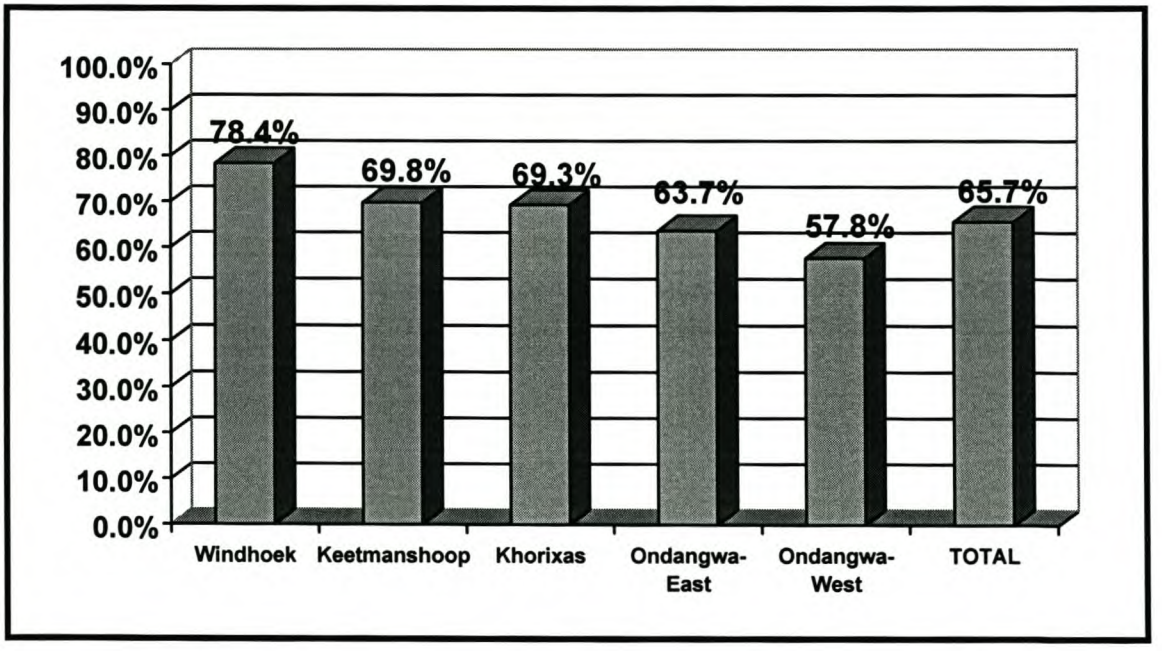

Table 4.61 on the other hand showed that significantly more educators from Windhoek, Keetmanshoop and Khorixas agreed that the backup help from

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specialist educators is an essential factor for successful inclusion.

TABLE 4.61

WHETHER SPECIALIST EDUCATORS ARE ESSENTIAL FOR INCLUSION, BY REGION

Region	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Windhoek	1	1,1	0	0,0	2	2,3	33	37,5	52	59,1	88	100,0
Keetmanshoop	0	0,0	1	1,4	7	6,9	34	46,6	31	42,5	73	100,0
Khorixas	1	1,0	1	1,0	4	4,0	56	56,0	38	38,0	100	100,0
Ondangwa-East	4	2,5	9	5,7	36	22,8	56	35,4	53	33,5	158	100,0
Ondangwa-West	1	0,5	10	5,4	22	11,8	88	47,3	65	34,9	186	100,0
TOTAL	**7**	**1,2**	**21**	**3,5**	**71**	**11,7**	**267**	**44,1**	**239**	**39,5**	**605**	**100,0**

Note: χ^2=61,0; df=16; p<0.01

Graphically the agreement responses look as follows:

FIGURE 4.49

AGREEMENT ON WHETHER SPECIALIST EDUCATORS ARE ESSENTIAL FOR INCLUSION, BY REGION

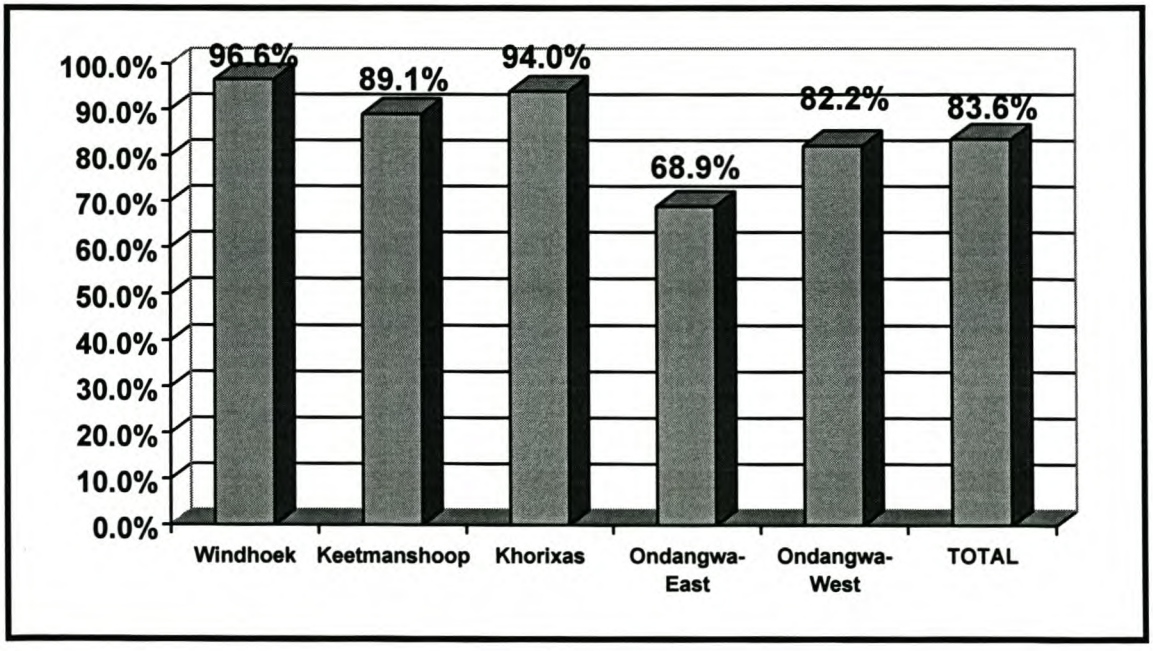

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Table 4.62 further showed that significantly more older than younger educators agreed that computers could be a useful teaching aid in making successful regular classes which include learners with special educational needs.

TABLE 4.62

WHETHER COMPUTERS COULD BE A USEFUL TEACHING AID, BY AGE

Age	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
20 –25	1	1,8	8	14,0	15	26,3	18	31,6	15	26,3	57	100,0
26 – 29	3	4,2	4	5,6	25	34,7	15	20,8	25	34,7	72	100,0
30 – 34	5	3,8	13	9,9	32	24,4	55	42,0	26	19,8	131	100,0
35 – 39	3	2,0	13	8,7	34	22,8	72	48,3	27	18,1	149	100,0
40 – 49	1	0,7	8	5,9	31	22,8	53	39,0	43	31,6	136	100,0
50 and more	1	1,6	0	0,0	9	14,8	33	54,1	18	29,5	61	100,0
TOTAL	**14**	**2,3**	**46**	**7,6**	**146**	**24,1**	**246**	**40,6**	**154**	**25,4**	**606**	**100,0**

Note: χ^2=42,63; df=20; p<0.01

Graphically the agreement responses look as follows:

FIGURE 4.50

AGREEMENT ON WHETHER COMPUTERS COULD BE A USEFUL TEACHING AID, BY AGE

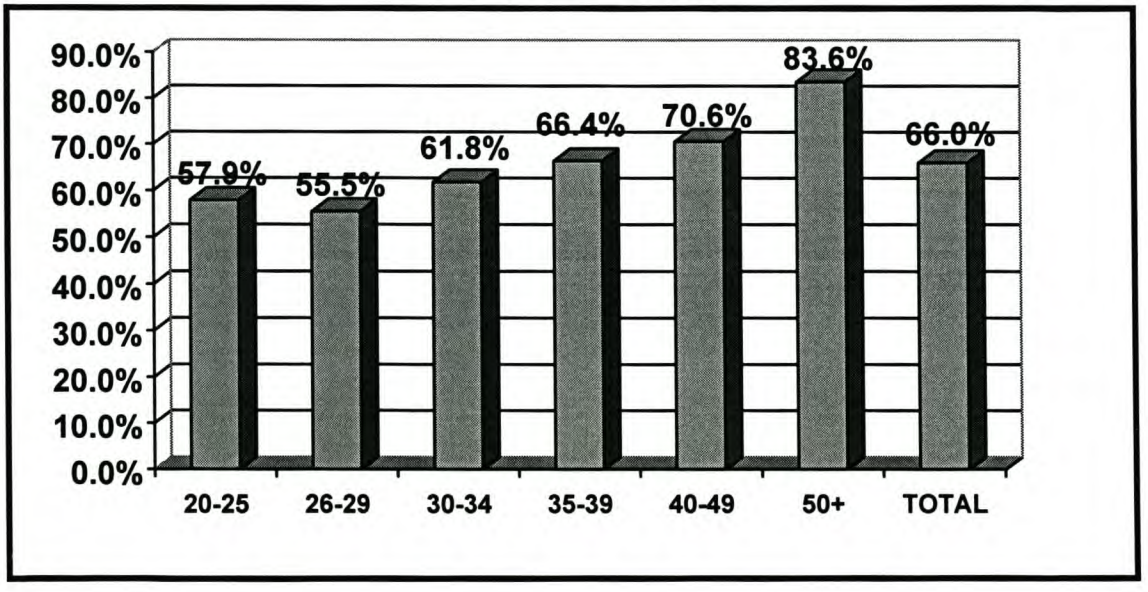


Table 4.63 revealed that significantly more English and Afrikaans speaking educators compared to the other language groups agreed that computer could be a useful teaching aid in making successful regular classes which include learners with special educational needs, while table 4.64 showed that significantly more English, Afrikaans, Khoekoegowab, Herero and Lozi speaking educators compared to Oshidonga speaking educators agreed that the backup help from specialist educators is an essential factor for successful inclusion.

TABLE 4.63
WHETHER COMPUTERS COULD BE A USEFUL TEACHING AID, BY MOTHER TONGUE

Mother tongue	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
English	1	3,3	0	0,0	4	13,3	18	60,0	7	23,3	30	100,0
Afrikaans	0	0,0	2	1,6	20	16,3	65	52,8	36	29,3	123	100,0
Khoekoegowab	1	2,0	3	6,1	15	30,6	17	34,7	13	26,5	49	100,0
Herero	0	0,0	1	2,3	19	43,2	16	36,4	8	18,2	44	100,0
Oshidonga	10	3,0	40	12,0	84	25,3	117	35,2	81	24,4	332	100,0
Lozi	3	13,0	1	4,3	3	13,0	7	30,4	9	39,1	23	100,0
TOTAL	**15**	**2,5**	**47**	**7,8**	**145**	**24,1**	**240**	**39,9**	**154**	**25,6**	**601**	**100.0**

Note: χ^2=61,06; df=20; p<0.01

Graphically the agreement responses look as follows:

FIGURE 4.51

AGREEMENT ON WHETHER COMPUTERS COULD BE A USEFUL TEACHING AID, BY MOTHER TONGUE

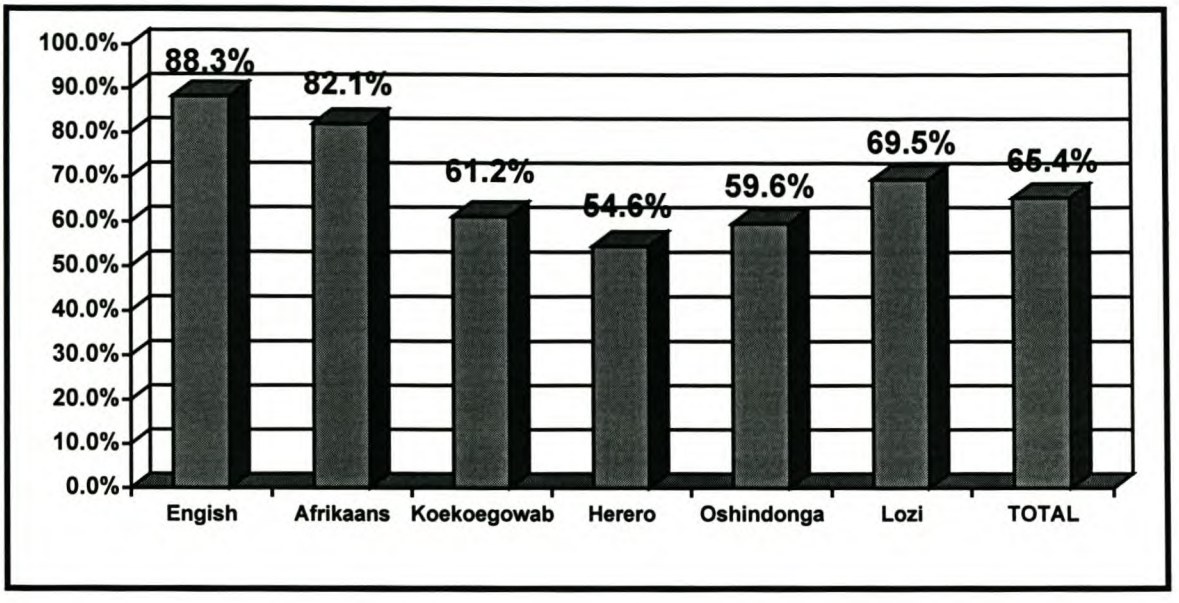


TABLE 4.64

WHETHER SPECIALIST EDUCATORS ARE ESSENTIAL FOR INCLUSION, BY MOTHER TONGUE

Mother tongue	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
English	0	0,0	0	0,0	1	3,3	15	50,0	14	46,7	30	100,0
Afrikaans	0	0,0	0	0,0	4	3,3	59	48,0	60	48,8	123	100,0
Khoekoegowab	0	0,0	1	2,1	5	10,4	24	50,0	18	37,5	48	100,0
Herero	1	2,3	0	0,0	1	2,3	22	50,0	20	45,5	44	100,0
Oshidonga	6	1,8	19	5,8	57	17,3	135	40,9	113	34,2	330	100,0
Lozi	0	0,0	0	0,0	2	9,1	9	40,9	11	50,0	22	100,0
TOTAL	7	1,2	20	3,4	70	11,7	264	44,2	236	39,5	597	100.0

Note: χ^2=47,69; df=20; p<0.01

Graphically the agreement responses look as follows:

FIGURE 4.52

AGREEMENT ON WHETHER SPECIALIST EDUCATORS ARE ESSENTIAL FOR INCLUSION, BY MOTHER TONGUE

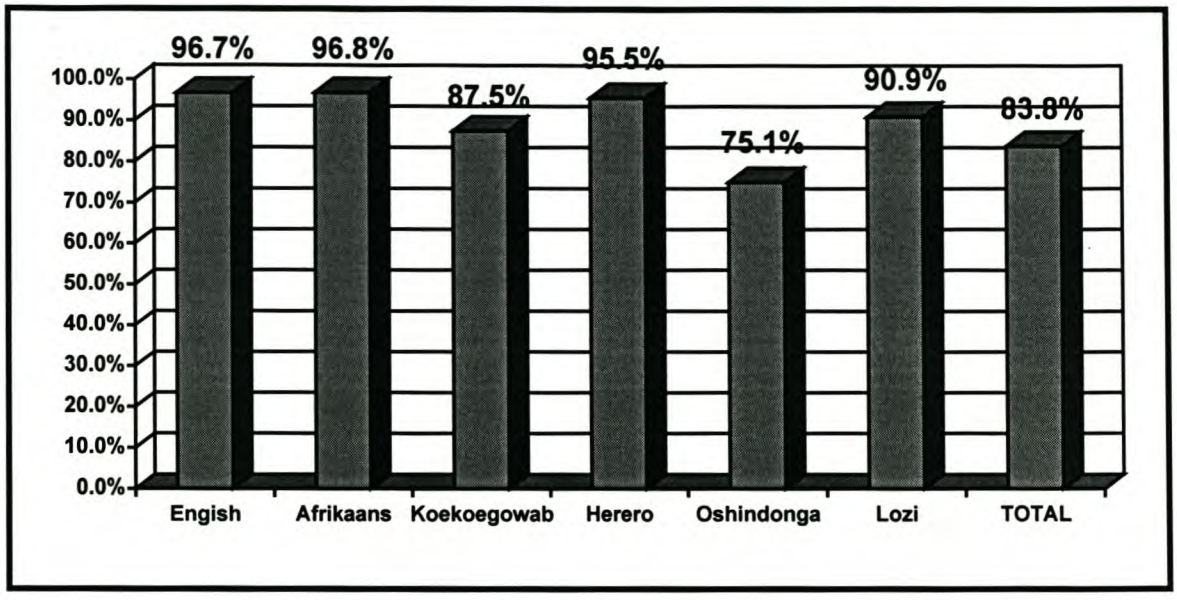


Table 4.65 further revealed that significantly more Afrikaans, Herero, Oshidonga and Lozi speaking educators compared to English and Khoekoegowab speaking educators agreed that the learner with special educational needs needs more protection than other learners from problems arising in a large primary school.

TABLE 4.65

WHETHER A LEARNER WITH SPECIAL NEEDS NEED MORE PROTECTION THAN OTHER LEARNERS, BY MOTHER TONGUE

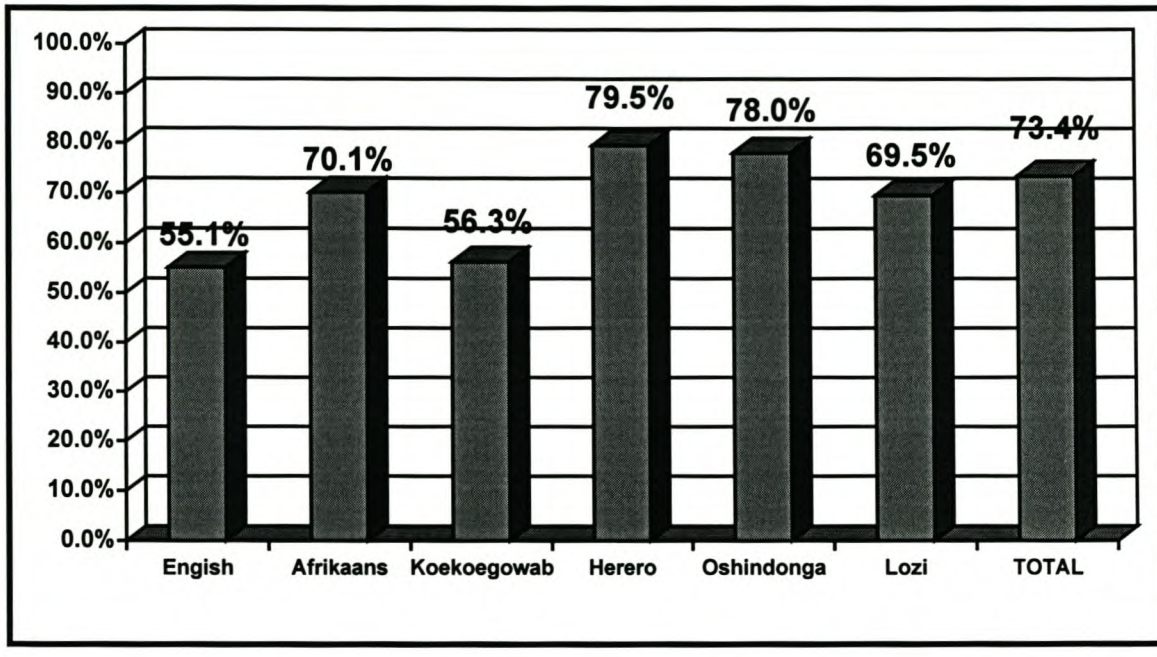
Mother tongue	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
English	0	0,0	7	24,1	6	20,7	9	31,0	7	24,1	29	100,0
Afrikaans	0	0,0	21	16,9	16	12,9	50	40,3	37	29,8	124	100,0
Khoekoegowab	1	2,1	10	20,8	10	20,8	12	25,0	15	31,3	48	100,0
Herero	1	2,3	5	11,4	3	6,8	18	40,9	17	38,6	44	100,0
Oshidonga	14	4,2	47	14,1	12	3,6	140	42,0	120	36,0	333	100,0
Lozi	1	4,3	3	13,0	3	13,0	7	30,4	9	39,1	23	100,0
TOTAL	17	2,8	93	15,5	50	8,3	236	39,3	205	34,1	601	100.0

Note: χ^2=44,04; df=20; p<0.01

Graphically the agreement responses look as follows:

FIGURE 4.53

AGREEMENT ON WHETHER A LEARNER WITH SPECIAL NEEDS NEED MORE PROTECTION THAN OTHER LEARNERS, BY MOTHER TONGUE



With respect to qualification, table 4.66 showed that significantly more educators with degrees plus further qualifications and teaching diplomas plus further qualifications compared to educators with other qualifications agreed that computers could be a useful teaching aid in making successful regular classes which include learners with special educational needs.

TABLE 4.66

WHETHER COMPUTERS COULD BE A USEFUL TEACHING AID, BY HIGHEST QUALIFICATION

Highest qualification	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Degree + further	0	0,0	5	3,9	29	22,8	60	47,2	33	26,0	127	100,0
Degree	0	0,0	3	12,0	9	36,0	8	32,0	5	20,0	25	100,0
Teaching diploma + further	0	0,0	6	7,1	16	19,0	32	38,1	30	35,7	84	100,0
Teaching diploma	10	5,0	20	9,9	58	29,7	70	34,7	44	21,8	202	100,0
Certificate	5	3,1	13	8,0	32	19,8	71	43,8	41	25,3	162	100,0
TOTAL	15	2,5	47	7,8	144	24,0	241	40,2	153	25,5	600	100,0

Note: χ^2=29,67; df=16; p<0.05

Graphically the agreement responses look as follows:

FIGURE 4.54

AGREEMENT ON WHETHER COMPUTERS COULD BE A USEFUL TEACHING AID BY HIGHEST QUALIFICATION

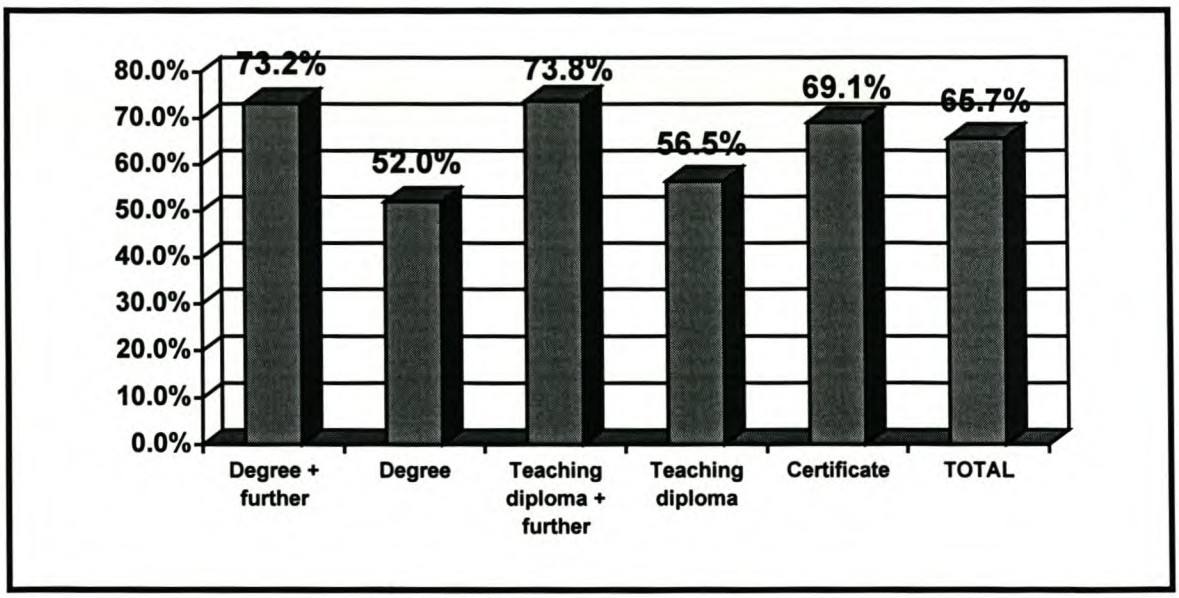


Table 4.67 further indicated that more educators with a degree plus a further qualification, a degree, a teaching diploma plus further qualifications and a

diploma compared to educators with other qualifications agreed that the backup help from specialist educators is an essential factor for successful inclusion.

TABLE 4.67

WHETHER SPECIALIST EDUCATORS ARE ESSENTIAL FOR INCLUSION, BY HIGHEST QUALIFICATION

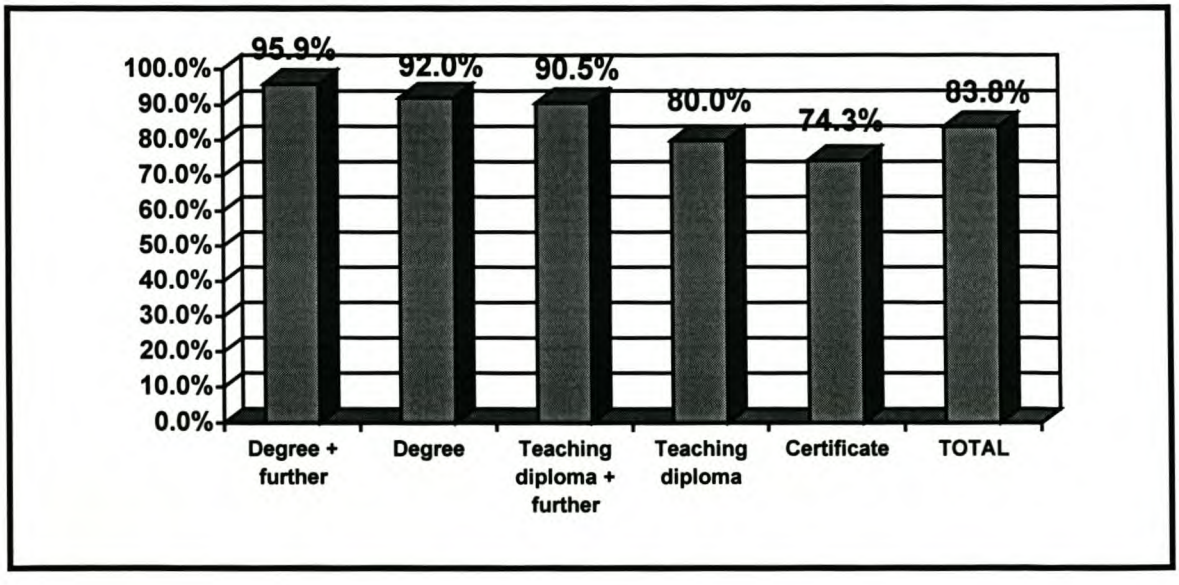
Highest qualification	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Degree + further	1	0,8	2	1,6	2	1,6	53	43,1	65	52,8	123	100,0
Degree	0	0,0	0	0,0	2	8,0	11	44,0	12	48,0	25	100,0
Teaching diploma + further	0	0,0	2	2,4	6	7,1	33	39,3	43	51,2	84	100,0
Teaching diploma	3	1,5	9	4,4	29	14,1	87	42,4	77	37,6	205	100,0
Certificate	3	1,9	7	4,4	31	19,5	78	49,1	40	25,2	159	100,0
TOTAL	7	1,2	20	3,4	70	11,7	262	44,0	237	39,8	596	100,0

Note: χ^2=47,02; df=16; p<0.01

Graphically the agreement responses look as follows:

FIGURE 4.55

AGREEMENT ON WHETHER SPECIALIST EDUCATORS ARE ESSENTIAL FOR INCLUSION, BY HIGHEST QUALIFICATION



In addition table 4.68 showed that significantly more educators with degrees, certificates and teaching diplomas compared to other qualifications, agreed that the learner with special educational needs need more protection than other learners from problems arising in a large primary school.

TABLE 4.68

WHETHER A LEARNER WITH SPECIAL NEEDS NEED MORE PROTECTION THAN OTHER LEARNERS, BY HIGHEST EDUCATIONAL QUALIFICATION

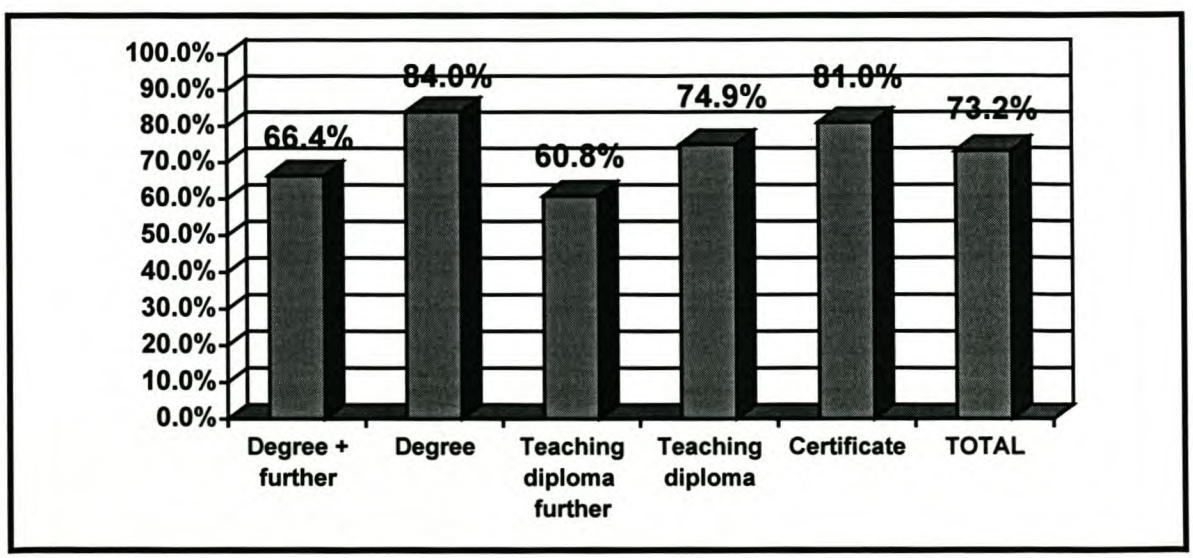
Highest qualification	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Degree + further	5	4,0	20	16,0	17	13,6	49	39,2	34	27,2	125	100,0
Degree	0	0,0	1	4,0	3	12,0	15	60,0	6	24,0	25	100,0
Teaching diploma + further	2	2,4	20	23,8	11	13,1	25	29,8	26	31,0	84	100,0
Teaching diploma	3	1,5	32	15,8	16	7,9	80	39,4	72	25,5	203	100,0
Certificate	6	3,7	21	12,9	4	2,5	63	38,7	69	42,3	163	100,0
TOTAL	16	2,7	94	15,7	51	8,5	232	38,7	207	34,5	600	100,0

Note: χ^2=33,84; df=16; p<0.01

Graphically the agreement responses look as follows:

FIGURE 4.56

AGREEMENT ON WHETHER A LEARNER WITH SPECIAL NEEDS NEEDS MORE PROTECTION THAN OTHER LEARNERS, BY HIGHEST EDUCATIONAL QUALIFICATION



When analysed according to average learners, table 4.69 revealed that more educators with a class size of less than 20 learners agreed more that the backup help from specialist educators is an essential factor for successful inclusion.

TABLE 4.69

WHETHER SPECIALIST EDUCATORS ARE ESSENTIAL FOR INCLUSION, BY AVERAGE LEARNERS

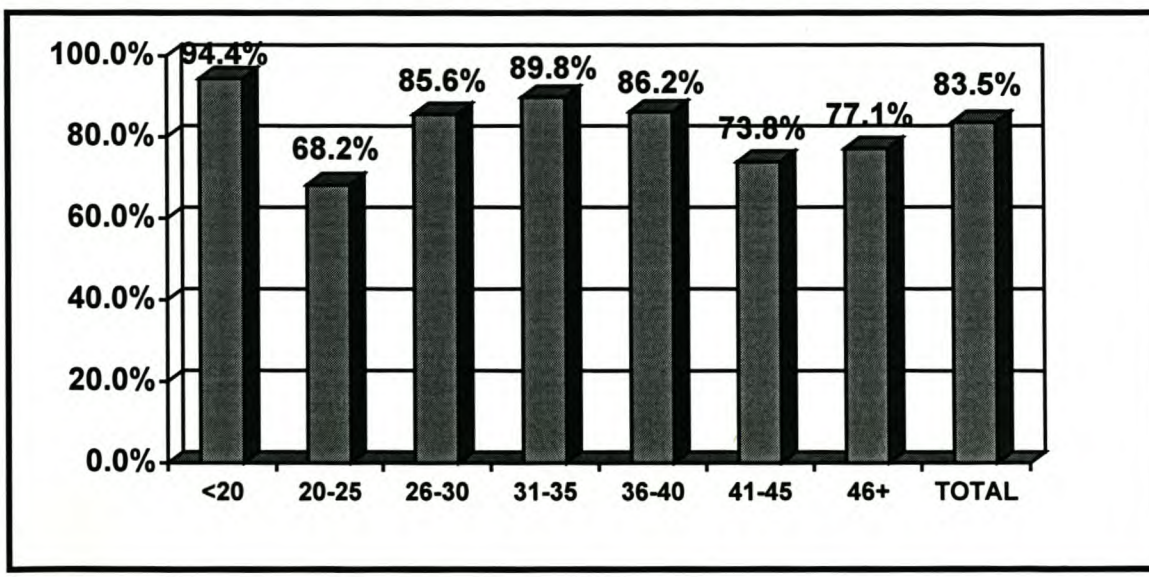
Average learners	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
20 and less	0	0,0	1	2,8	1	2,8	16	44,4	18	50,0	36	100,0
20 – 25	0	0,0	1	4,5	6	27,3	7	31,8	8	36,4	22	100,0
26 – 30	1	2,2	2	4,4	8	17,8	18	40,0	16	35,6	45	100,0
31 – 35	0	0,0	5	3,0	12	7,2	78	46,7	72	43,1	167	100,0
36 – 40	4	2,2	1	0,5	20	10,9	82	44,6	77	41,8	184	100,0
41 – 45	1	1,1	3	3,4	19	21,6	37	42,0	28	31,8	88	100,0
46 and more	1	1,6	8	13,1	5	8,2	27	44,3	20	32,8	61	100,0
TOTAL	7	1,2	21	3,5	71	11,8	265	43,9	239	39,6	603	100,0

Note: χ^2=55,06; df=24; p<0.01

Graphically the agreement responses look as follows:

FIGURE 4.57

AGREEMENT ON WHETHER SPECIALIST EDUCATORS ARE ESSENTIAL FOR INCLUSION, BY AVERAGE LEARNERS



The data analysed according to position revealed in table 4.70 that more subject heads agreed that co-teaching with a remedial educator will improve the quality of inclusive teaching.

TABLE 4.70

WHETHER CO-TEACHING WILL IMPROVE QUALITY OF INCLUSION, BY POSITION

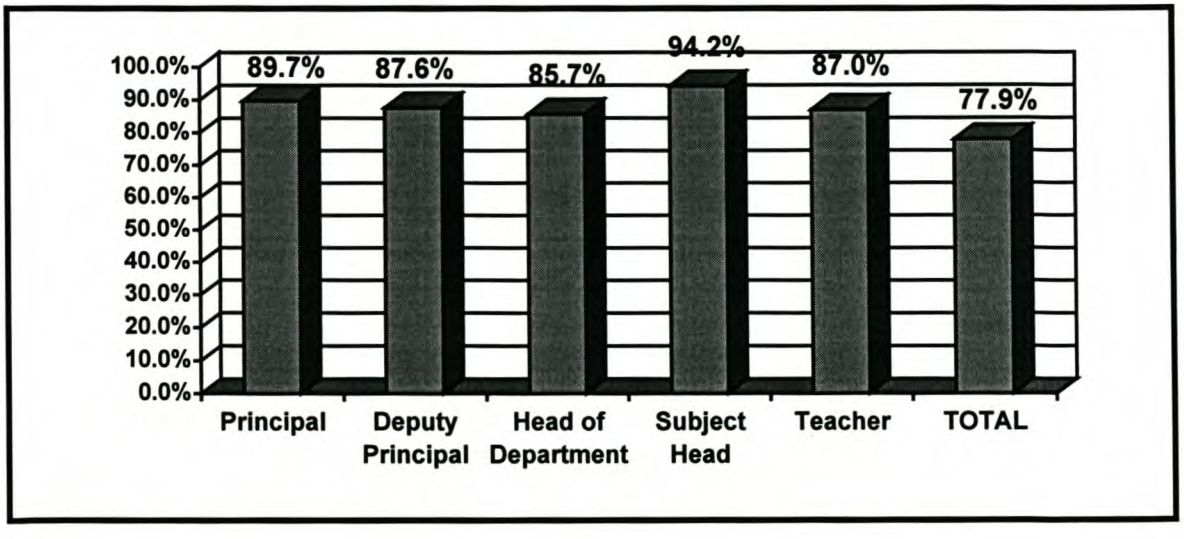
Position	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Principal	1	1,5	2	2,9	4	5,9	44	64,7	17	25,0	68	100,0
Deputy Principal	0	0,0	0	0,0	2	12,5	7	43,8	7	43,8	16	100,0
Head of Department	0	0,0	0	0,0	10	14,3	22	31,4	38	54,3	70	100,0
Subject Head	0	0,0	1	1,4	3	4,3	35	50,7	30	43,5	69	100,0
Educator	3	0,8	17	4,5	30	7,9	200	52,4	132	34,6	382	100,0
TOTAL	4	0,7	20	3,3	49	8,1	308	50,9	224	37,0	605	100,0

Note: χ^2=30,19; df=16; p<0.05

Graphically the agree responses look as follows:

FIGURE 4.58

AGREEMENT ON WHETHER CO-TEACHING WILL IMPROVE QUALITY OF INCLUSION, BY POSITION



4.5.3.5 *Views towards parent involvement*

With respect to educators' views towards parent involvement, data in table 4.71 revealed that significantly more male educators than female educators disagreed that inclusive education should go ahead even if parents are against such a movement.

TABLE 4.71

WHETHER INCLUSION SHOULD GO AHEAD EVEN IF PARENTS ARE AGAINST IT, BY GENDER

Gender	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	41	17,6	68	29,2	47	20,2	42	18,0	35	15,0	233	100,0
Female	42	11,4	103	27,8	68	18,4	122	33,0	35	9,5	370	100,0
TOTAL	83	13,8	171	28,4	115	19,1	164	27,2	70	11,6	603	100,0

Note: χ^2=19,94; df=4; p<0.01

Graphically the disagreement responses look as follows:

FIGURE 4.59

DISAGREEMENT ON WHETHER INCLUSION SHOULD GO AHEAD EVEN IF PARENTS ARE AGAINST IT, BY GENDER

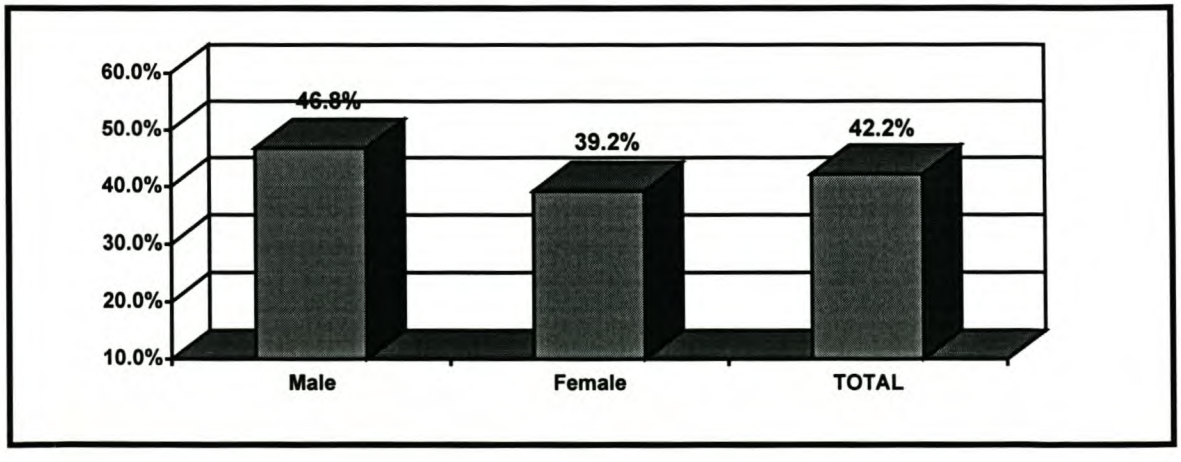


Table 4.72 showed that more educators with training in special education agreed that they would like their own children to mix with and be friends with learners with special educational needs in school.

TABLE 4.72

WHETHER WOULD I LIKE OWN CHILDREN TO HAVE FRIENDS WITH SPECIAL NEEDS, BY TRAINING IN SPECIAL EDUCATION

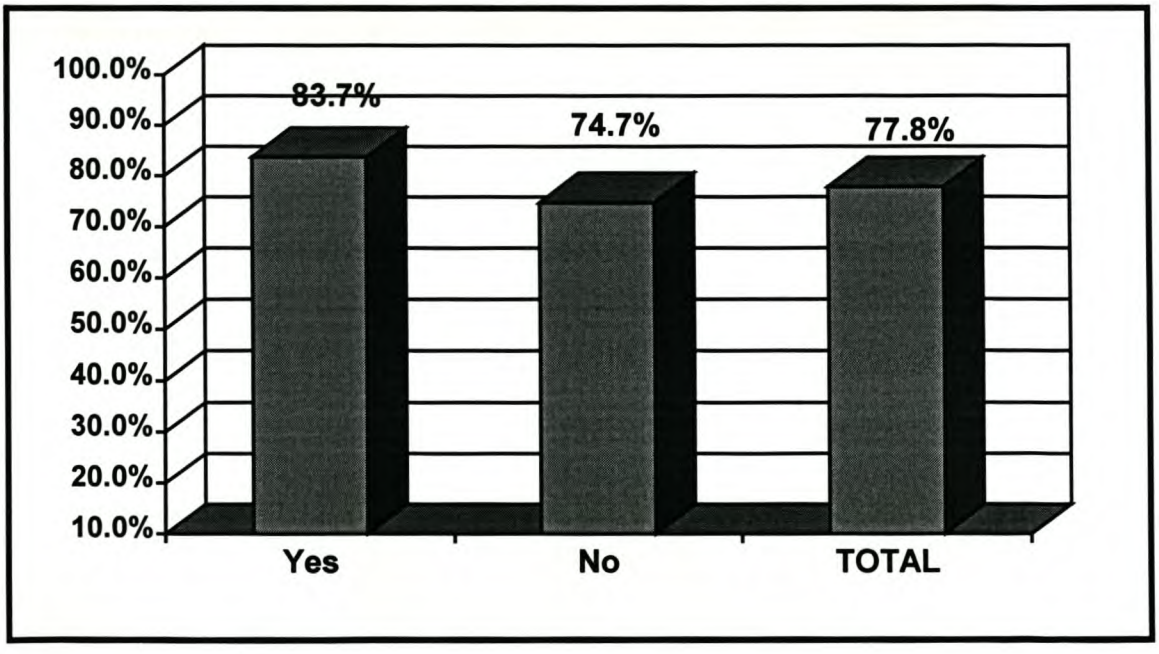
Training in special education	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	2	1,5	11	8,1	9	6,7	64	47,4	49	36,3	135	100,0
No	20	4,2	41	8,7	58	12,3	243	51,6	109	23,1	471	100,0
TOTAL	22	3,6	52	8,6	67	11,1	307	50,7	158	26,1	606	100,0

Note: χ^2= 12,60; df=4; p<0.01

Graphically the agreement responses look as follows:

FIGURE 4.60

AGREEMENT ON WHETHER WOULD LIKE OWN CHILDREN TO HAVE FRIENDS WITH SPECIAL NEEDS, BY TRAINING IN SPECIAL EDUCATION



4.5.3.6 *Views towards competence*

Educators' views towards competence were also influenced by the different categories of schools. According to table 4.73, for instance significantly more educators in primary schools than in combined and secondary schools agreed that the practice of including learners with special educational needs in the regular classroom places too much pressure on educators.

TABLE 4.73

WHETHER INCLUSION PLACES TOO MUCH PRESSURE ON EDUCATORS, BY SCHOOL TYPE

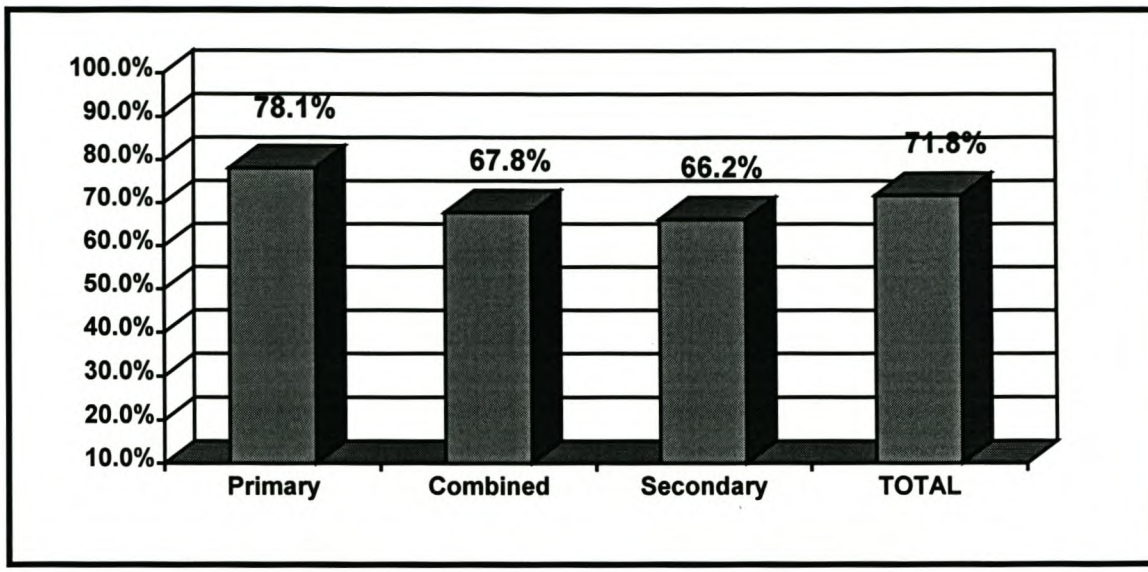
School type	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Primary	8	3,1	28	10,9	20	7,8	114	44,5	86	33,6	256	100,0
Combined	8	4,1	31	15,8	24	12,2	90	45,9	43	21,9	196	100,0
Secondary	3	1,9	26	16,9	23	14,9	71	46,1	31	20,1	154	100,0
TOTAL	19	3,1	85	14,0	67	11,1	275	45,4	160	26,4	606	100,0

Note: χ^2=17,98; df=8; p<0.05

Graphically the agreement responses look as follows:

FIGURE 4.61

AGREEMENT ON WHETHER INCLUSION PLACES TOO MUCH PRESSURE ON EDUCATORS, BY SCHOOL TYPE



When analysed according to region, data in table 4.74 revealed that significantly more educators from the Khorixas region compared to those from other regions agreed that teaching learners with special educational needs is too difficult for the regular educator to deal with, while table 4.75 showed that more educators from Keetmanshoop, Khorixas, Ondangwa-West and Ondangwa-East than educators from Windhoek agreed that they would be able to educate learners with special educational needs as well as learners without special educational needs.

TABLE 4.74

WHETHER TEACHING LEARNERS WITH SPECIAL EDUCATIONAL NEEDS IS TOO DIFFICULT FOR THE REGULAR EDUCATOR TO DEAL WITH, BY REGION

Region	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Windhoek	5	5,7	12	13,6	13	14,8	29	33,0	29	33,0	88	100,0
Keetmanshoop	2	2,7	16	21,9	8	11,0	34	46,6	13	17,8	73	100,0
Khorixas	2	2,0	10	9,8	15	14,7	53	52,0	22	21,6	102	100,0
Ondangwa-East	13	8,1	20	12,5	16	10,0	71	44,4	40	25,0	160	100,0
Ondangwa-West	12	6,4	32	17,1	12	6,4	78	41,7	53	28,3	187	100,0
TOTAL	34	5,6	90	14,8	64	10,5	265	43,4	157	25,7	610	100,0

Note: χ^2=26,43; df=16; p<0.05

Graphically the agreement responses look as follows:

FIGURE 4.62

AGREEMENT ON WHETHER TEACHING LEARNERS WITH SPECIAL EDUCATIONAL NEEDS IS TOO DIFFICULT FOR THE REGULAR EDUCATOR TO DEAL WITH, BY REGION

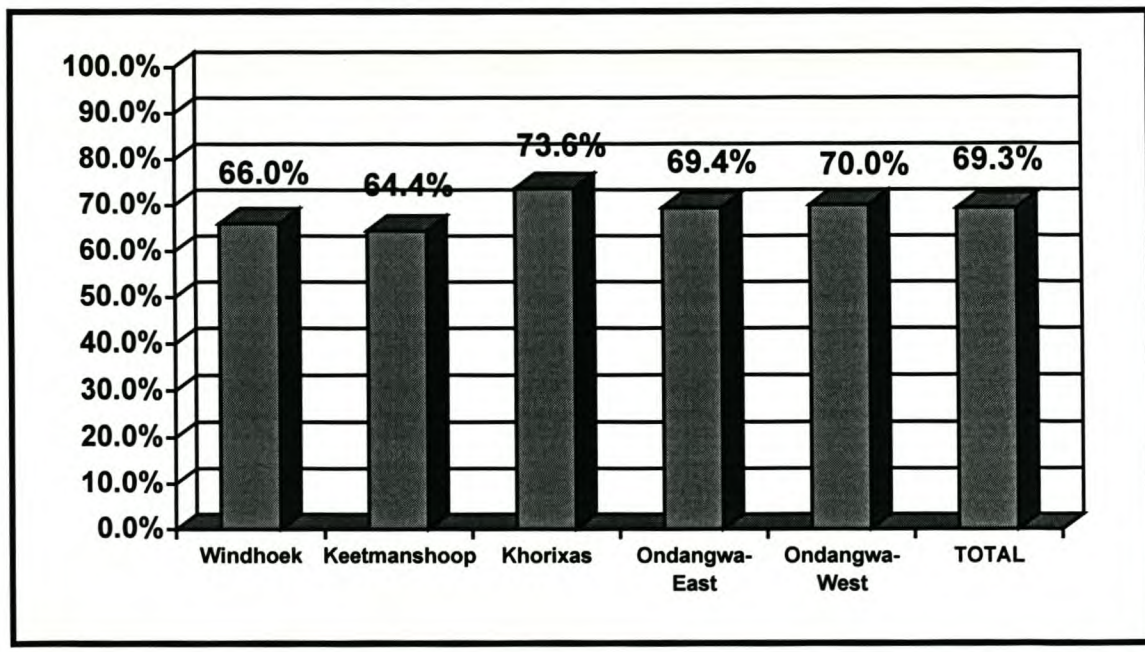


TABLE 4.75

WHETHER EDUCATORS WILL BE ABLE TO EDUCATE LEARNERS WITH SPECIAL EDUCATIONAL NEEDS AS WELL AS LEARNERS WITHOUT SPECIAL EDUCATIONAL NEEDS, BY REGION

Region	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Windhoek	13	14,8	25	28,4	22	25,0	18	20,5	10	11,4	88	100,0
Keetmanshoop	2	2,8	17	23,9	24	33,8	20	28,2	8	11,3	71	100,0
Khorixas	12	11,8	27	26,5	22	21,6	32	31,4	9	8,8	102	100,0
Ondangwa-East	22	13,6	45	27,8	14	8,6	62	38,3	19	11,7	162	100,0
Ondangwa-West	23	12,3	57	30,5	35	18,7	57	30,5	15	8,0	187	100,0
TOTAL	72	11,8	171	28,0	117	19,2	189	31,0	61	10,0	610	100,0

Note: χ^2=33,84; df=16; p<0.01

Graphically the agreement responses look as follows:

FIGURE 4.63

AGREEMENT ON WHETHER EDUCATORS WILL BE ABLE TO EDUCATE LEARNERS WITH SPECIAL EDUCATIONAL NEEDS AS WELL AS LEARNERS WITHOUT SPECIAL EDUCATIONAL NEEDS, BY REGION

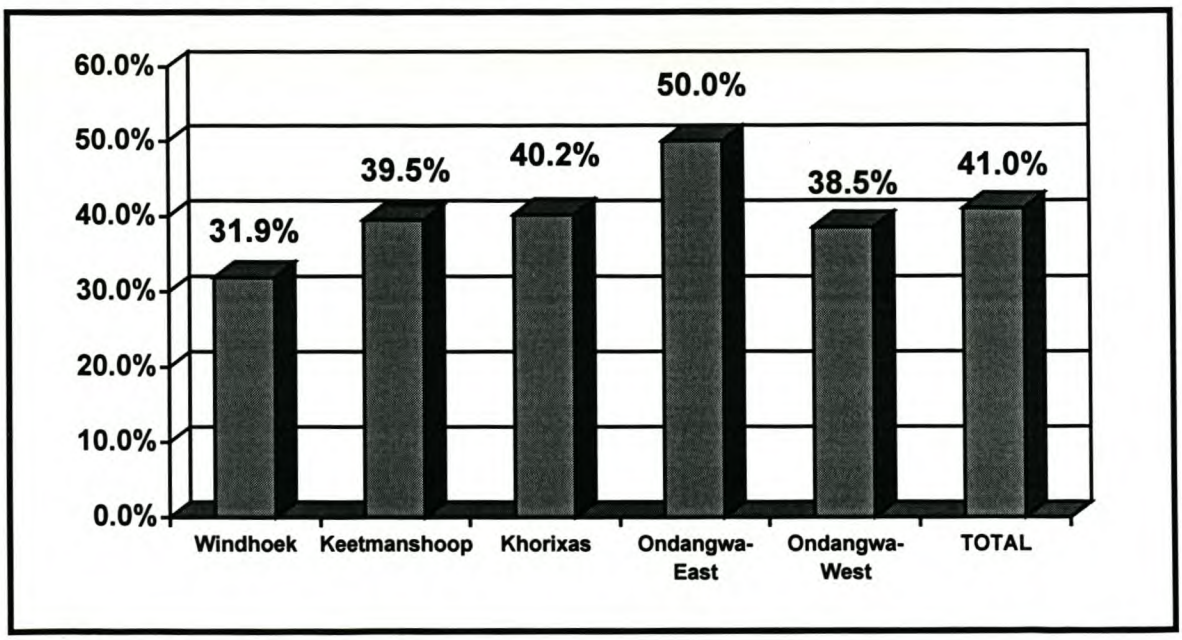


Table 4.76 revealed that significantly more educators from Windhoek and Khorixas educational regions compared to other regions agreed that the practice of including learners with special educational needs in the regular classroom placed too much pressure on educators, while table 4.77 showed that more educators from Khorixas and Keetmanshoop agreed that they enjoyed the challenge of teaching learners with diverse needs compared to other educational regions.

TABLE 4.76

WHETHER INCLUSION PLACES TOO MUCH PRESSURE ON EDUCATORS, BY REGION

Region	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Windhoek	0	0,0	7	7,9	8	9,0	38	42,7	36	40,4	89	100,0
Keetmanshoop	2	2,8	16	22,5	7	9,9	31	43,7	15	21,1	71	100,0
Khorixas	1	1,0	8	7,8	9	8,8	56	54,9	28	27,5	102	100,0
Ondangwa-East	11	6,9	20	12,6	24	15,1	71	44,7	33	20,8	159	100,0
Ondangwa-West	5	2,7	34	18,3	19	10,2	79	42,5	49	26,3	186	100,0
TOTAL	19	3,1	85	14,0	67	11,0	275	45,3	161	26,5	607	100,0

Note: χ^2=34,71; df=16; p<0.01

Graphically the agreement responses look as follows:

FIGURE 4.64

AGREEMENT ON WHETHER INCLUSION PLACES TOO MUCH PRESSURE ON EDUCATORS, BY REGION

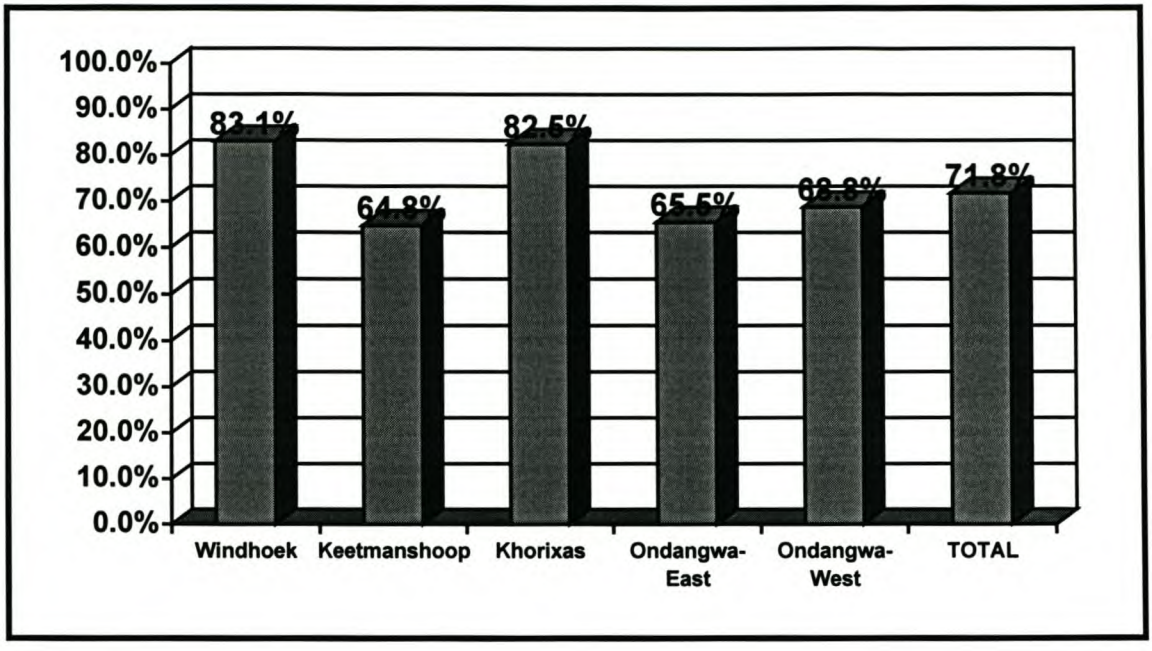


TABLE 4.77

WHETHER EDUCATORS ENJOY TEACHING LEARNERS WITH DIVERSE NEEDS, BY REGION

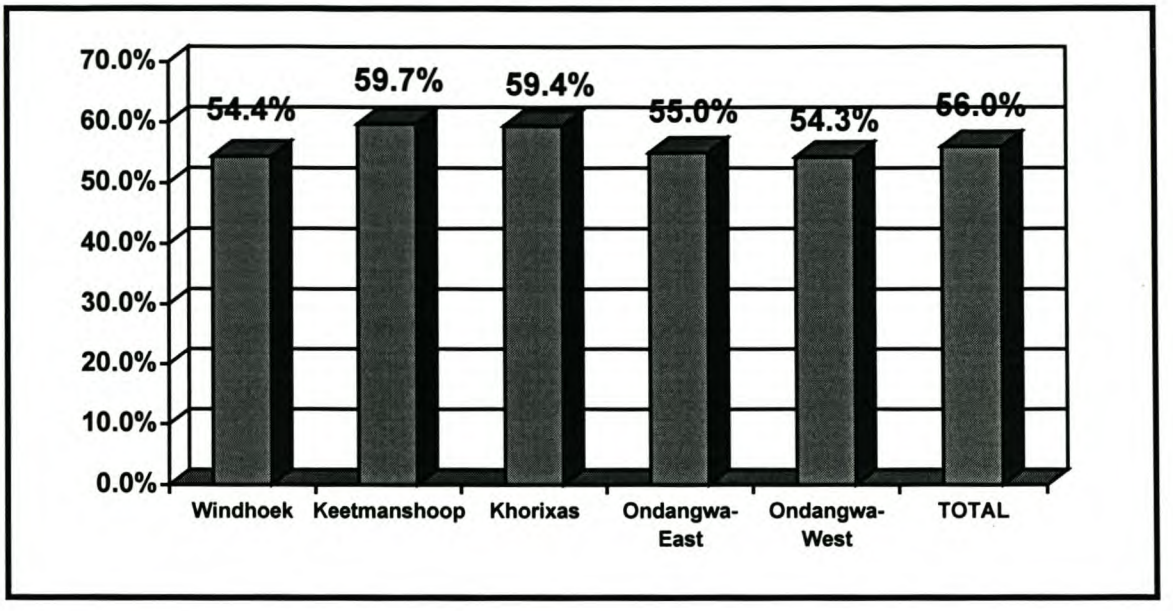
Region	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Windhoek	7	7,8	18	20,0	16	17,8	37	41,1	12	13,3	90	100,0
Keetmanshoop	4	5,6	10	13,9	15	20,8	37	51,4	6	8,3	72	100,0
Khorixas	1	1,0	26	25,7	14	13,9	56	55,4	4	4,0	101	100,0
Ondangwa-East	13	8,1	40	25,0	19	11,9	75	46,9	13	8,1	160	100,0
Ondangwa-West	5	2,7	40	21,5	40	21,5	79	42,5	22	11,8	186	100,0
TOTAL	30	4,9	134	22,0	104	17,1	284	46,6	57	9,4	609	100,0

Note: χ^2=29,00; df=16; p<0.05

Graphically the agreement responses look as follows:

FIGURE 4.65

AGREEMENT ON WHETHER EDUCATORS ENJOY TEACHING LEARNERS WITH DIVERS NEEDS, BY REGION



The data analysed according to table 4.78 revealed that more male than female educators agreed that they would be able to educate learners with special educational needs as well as learners without special educational needs while table 4.79 showed that more female than male educators agreed that the practice of including learners with special educational needs in the regular classroom, placed too much pressure on educators.

TABLE 4.78

WHETHER EDUCATORS WILL BE ABLE TO EDUCATE LEARNERS WITH SPECIAL EDUCATIONAL NEEDS AS WELL AS LEARNERS WITHOUT SPECIAL EDUCATIONAL NEEDS, BY GENDER

Gender	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	24	10,3	55	23,6	59	25,3	74	31,8	21	9,0	233	100,0
Female	46	12,4	114	30,7	57	15,4	115	31,0	39	10,5	371	100,0
TOTAL	70	11,6	169	28,0	116	19,2	189	31,3	60	9,9	604	100,0

Note: χ^2=10,88; df=4; p<0.05

Graphically the agreement responses look as follows:

FIGURE 4.66

AGREEMENT ON WHETHER EDUCATORS WILL BE ABLE TO EDUCATE LEARNERS WITH SPECIAL EDUCATIONAL NEEDS AS WELL AS LEARNERS WITHOUT SPECIAL EDUCATIONAL NEEDS, BY GENDER

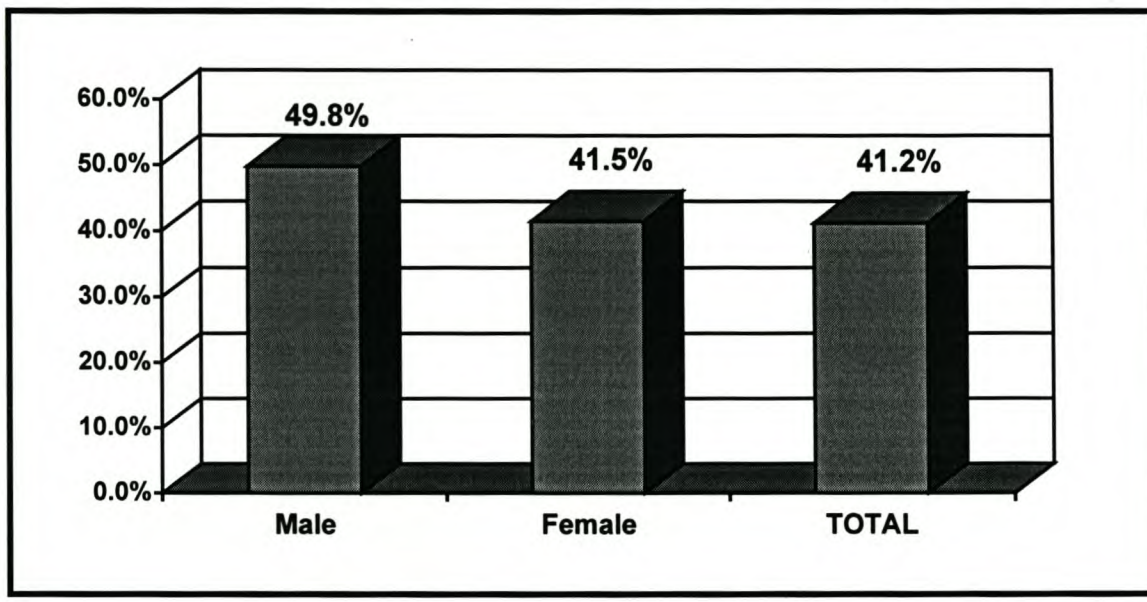


TABLE 4.79

WHETHER INCLUSION PLACES TOO MUCH PRESSURE ON EDUCATORS, BY GENDER

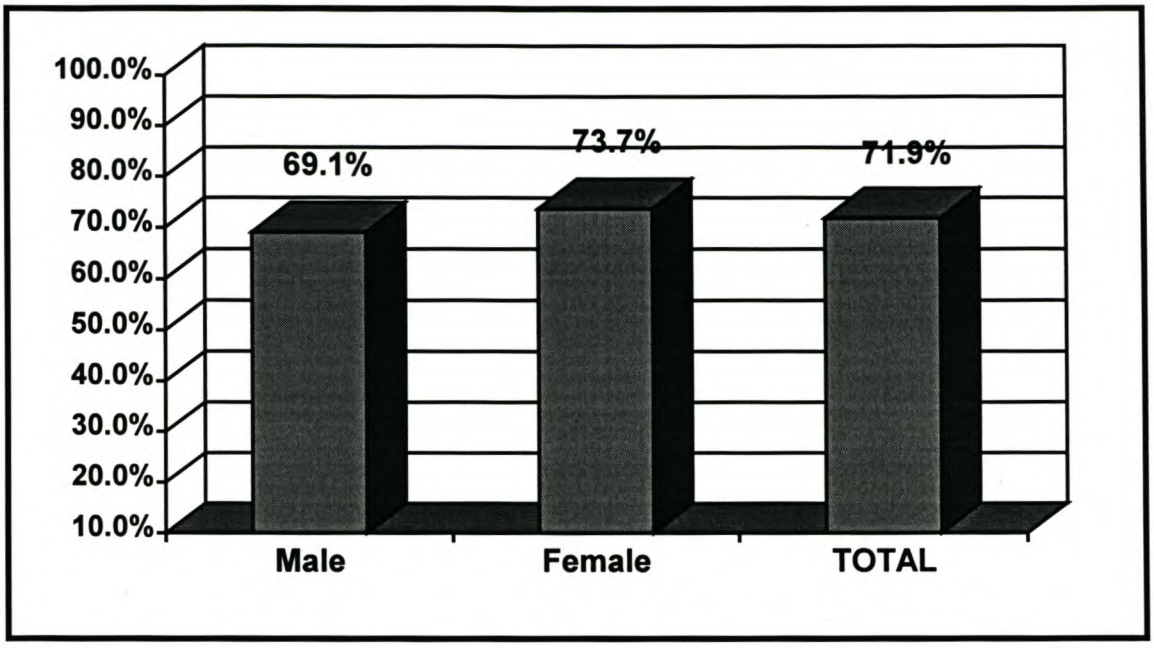
Gender	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	3	1,3	40	17,2	29	12,4	95	40,8	66	28,3	233	100,0
Female	16	4,3	44	12,0	37	10,1	178	48,4	93	25,3	369	100,0
TOTAL	19	3,2	84	14,0	66	11,0	273	45,4	159	26,5	601	100,0

Note: χ^2=10,06; df=4; p<0.05

Graphically the agreement responses look as follows:

FIGURE 4.67

AGREEMENT ON WHETHER INCLUSION PLACES TOO MUCH PRESSURE ON EDUCATORS, BY GENDER



The variable of mother tongue in table 4.80 indicate that more Herero, Afrikaans, Khoekoegowab, and Oshidonga speaking educators than English educators agreed that teaching learners with special educational needs is too difficult for the regular educators to deal with, while table 4.81 showed that more English, Afrikaans and Herero speaking educators compared to those other language groups agreed that teaching a class in which learners have a variety of needs is significantly more difficult than teaching a class in which the learners are of approximately equal ability.

TABLE 4.80

WHETHER EDUCATING LEARNERS WITH SPECIAL EDUCATIONAL NEEDS IS TOO DIFFICULT FOR REGULAR EDUCATOR, BY MOTHER TONGUE

Mother tongue	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
English	1	3,3	8	26,7	9	30,0	9	30,0	3	10,0	30	100,0
Afrikaans	3	2,4	20	16,1	12	9,7	57	46,0	32	25,8	124	100,0
Khoekoegowab	2	4,1	4	8,2	6	12,2	25	51,0	12	24,5	49	100,0
Herero	4	9,5	2	4,8	2	4,8	20	47,6	14	33,3	42	100,0
Oshidonga	24	7,2	51	15,3	30	9,0	136	40,7	93	27,8	334	100,0
Lozi	0	0,0	3	13,0	3	13,0	16	69,6	1	4,3	23	100,0
TOTAL	34	5,6	88	14,6	62	10,3	263	43,7	155	25,7	602	100.0

Note: χ^2=42,52; df=20; p<0.01

Graphically the agreement responses look as follows:

FIGURE 4.68

AGREEMENT ON WHETHER EDUCATING LEARNERS WITH SPECIAL EDUCATIONAL NEEDS IS TOO DIFFICULT FOR REGULAR EDUCATOR, BY MOTHER TONGUE

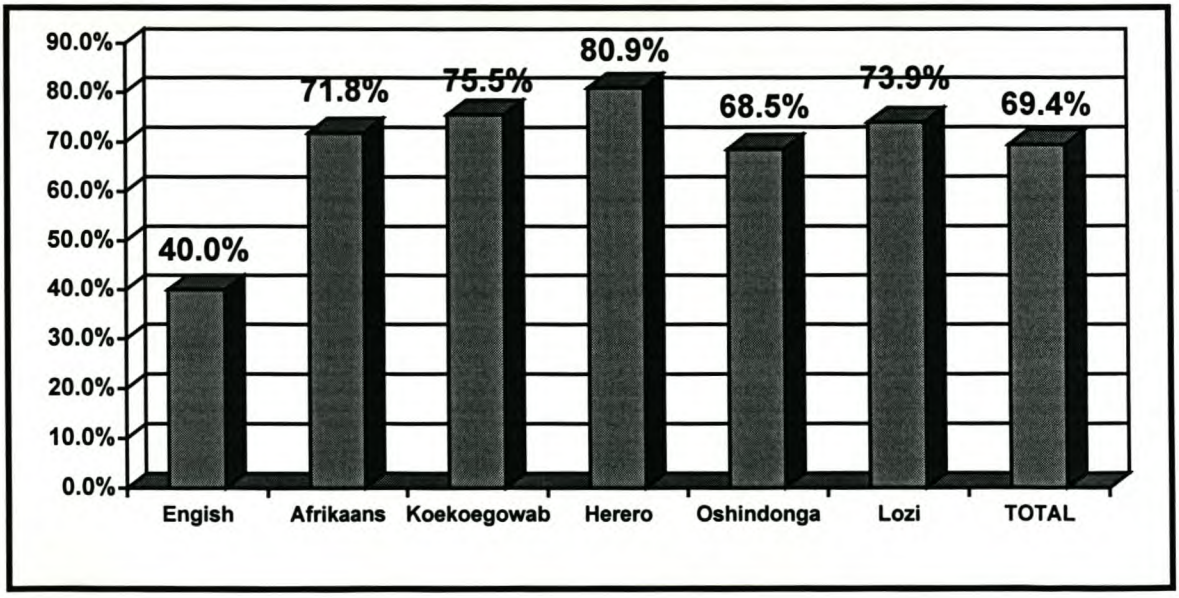


TABLE 4.81

WHETHER EDUCATING A VARIETY OF NEEDS IS MORE DIFFICULT, BY MOTHER TONGUE

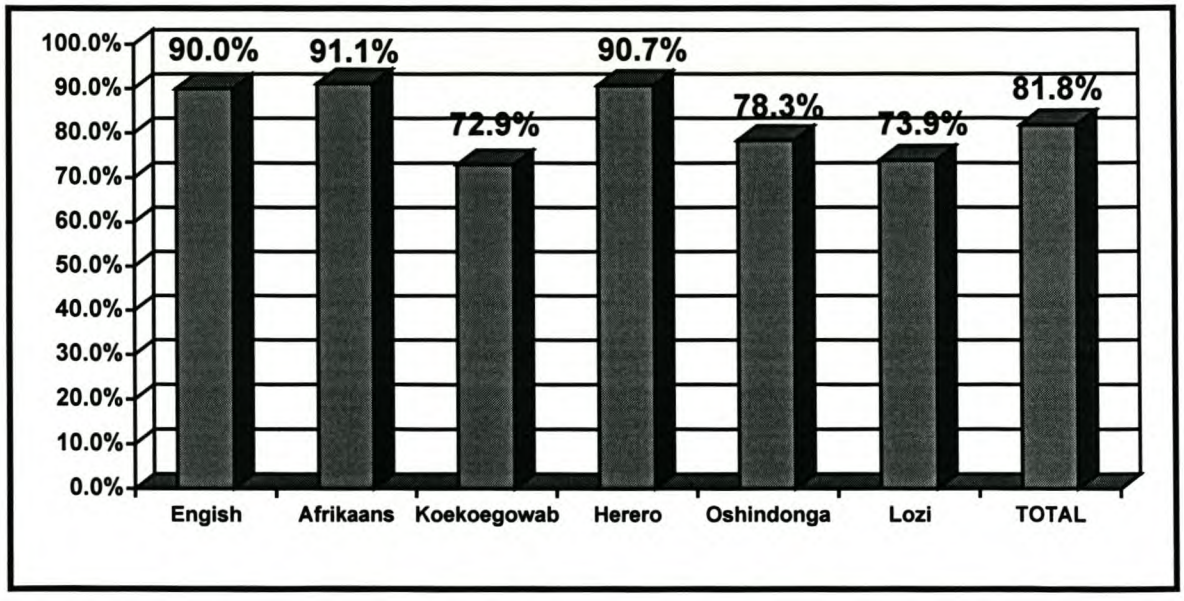
Mother tongue	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
English	2	6,7	0	0,0	1	3,3	15	50,0	12	40,0	30	100,0
Afrikaans	0	0,0	5	4,0	6	4,8	69	55,6	44	35,5	124	100,0
Khoekoegowab	0	0,0	4	8,3	9	18,8	28	58,3	7	14,6	48	100,0
Herero	0	0,0	3	7,0	1	2,3	23	53,5	16	37,2	43	100,0
Oshidonga	10	3,0	40	11,9	23	6,8	173	51,3	91	27,0	337	100,0
Lozi	1	4,3	4	17,4	1	4,3	12	52,2	5	21,7	23	100,0
TOTAL	13	2,1	56	9,3	41	6,8	320	52,9	175	28,9	605	100.0

Note: χ^2=41,76; df=20; p<0.01

Graphically the agreement responses look as follows:

FIGURE 4.69

AGREEMENT ON WHETHER EDUCATING A VARIETY OF NEEDS IS MORE DIFFICULT, BY MOTHER TONGUE



With regard to qualification, table 4.82 revealed that significantly more educators with teaching diplomas than educators with other qualifications disagreed that

educators do not need specialized training to meet the educational needs of all learners with special educational needs.

TABLE 4.82

WHETHER EDUCATORS DO NOT NEED SPECIALIZED TRAINING, BY HIGHEST EDUCATIONAL QUALIFICATION

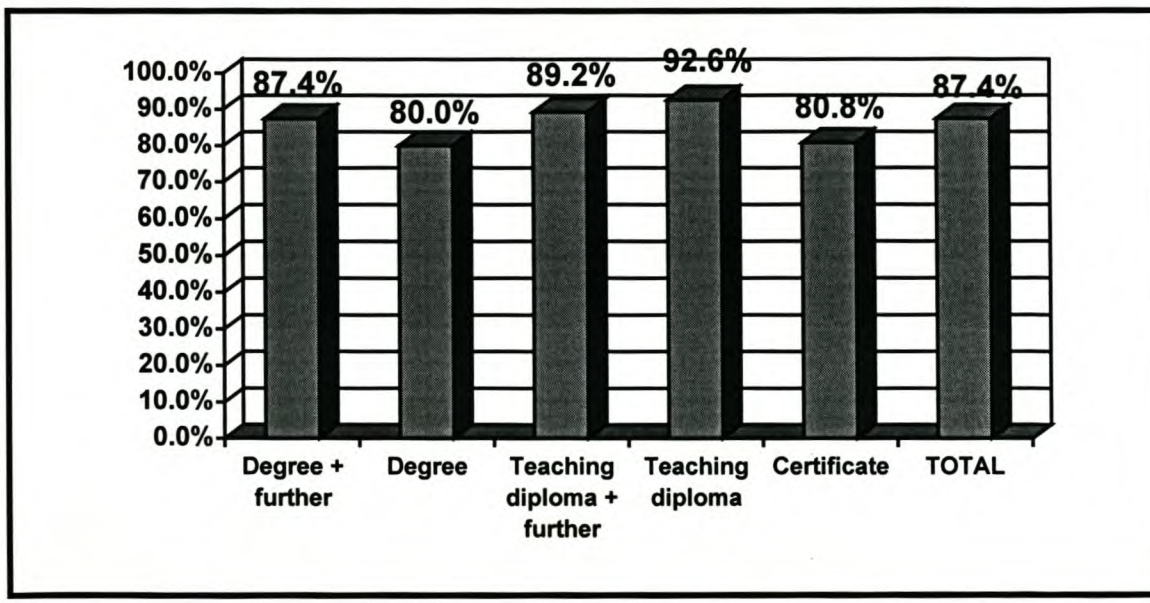
Highest qualification	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Degree + further	64	50,4	47	37,0	3	2,4	9	7,1	4	3,1	127	100,0
Degree	14	56,0	6	24,0	0	0,0	4	16,0	1	4,0	25	100,0
Teaching diploma + further	48	57,1	27	32,1	0	0,0	4	4,8	5	6,0	84	100,0
Teaching diploma	110	53,9	79	38,7	3	1,5	7	3,4	5	2,5	204	100,0
Certificate	66	40,7	65	40,1	6	3,7	12	7,4	13	8,0	162	100,0
TOTAL	302	50,2	224	37,2	12	2,0	36	6,0	28	4,7	602	100,0

Note: χ^2=26,06; df=16; p<0.05

Graphically the disagreement responses look as follows:

FIGURE 4.70

DISAGREEMENT ON WHETHER EDUCATORS DO NOT NEED SPECIALIZED TRAINING, BY HIGHEST EDUCATIONAL QUALIFICATION



Analysing the data according to training in special education, tables 4.83 and 4.84 revealed that significantly more educators with training in special education agreed that they would be able to educate learners with special educational needs as well as learners without special educational needs and that they enjoyed the challenge of educating learners with diverse needs.

TABLE 4.83

WHETHER EDUCATORS WILL BE ABLE TO EDUCATE LEARNERS WITH SPECIAL EDUCATIONAL NEEDS AS WELL AS LEARNERS WITHOUT SPECIAL EDUCATIONAL NEEDS, BY TRAINING IN SPECIAL EDUCATION

Training in special education	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	12	8,9	16	11,9	15	11,1	66	48,9	26	19,3	135	100,0
No	60	12,7	154	32,5	102	21,5	123	25,9	35	7,4	474	100,0
TOTAL	72	11,8	170	27,9	117	19,2	189	31,0	61	10,0	609	100,0

Note: χ^2=55,83; df=4; p<0.01

Graphically the agreement responses look as follows:

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FIGURE 4.71

AGREEMENT ON WHETHER EDUCATORS WILL BE ABLE TO EDUCATE LEARNERS WITH SPECIAL EDUCATIONAL NEEDS AS WELL AS LEARNERS WITHOUT SPECIAL EDUCATIONAL NEEDS, BY TRAINING IN SPECIAL EDUCATION

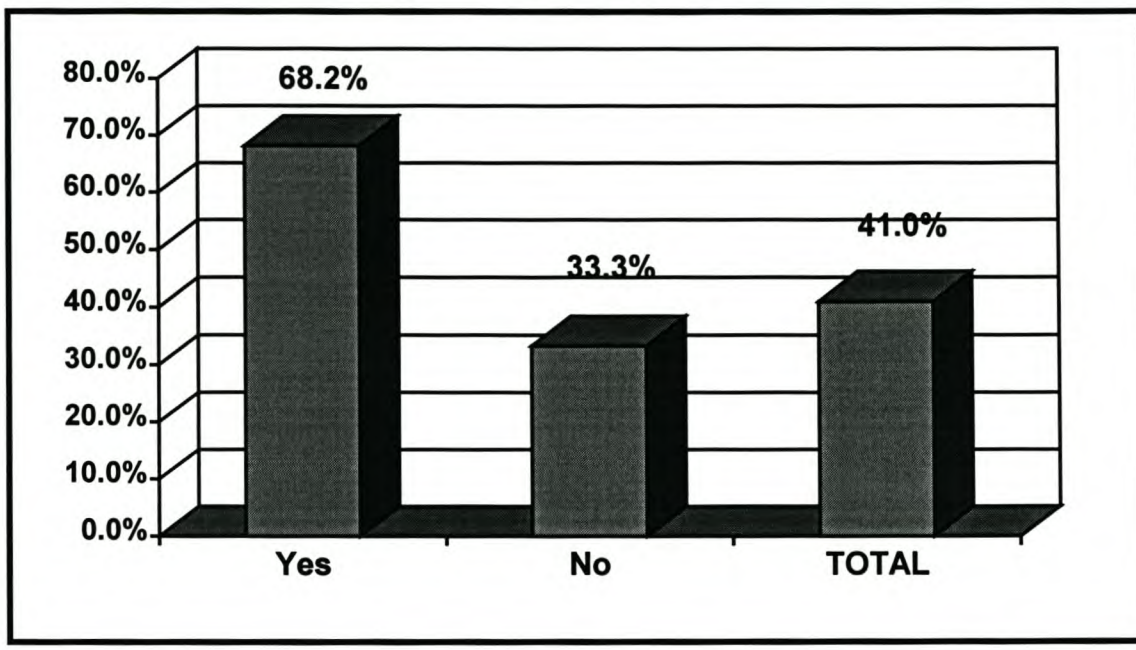


TABLE 4.84

WHETHER EDUCATORS ENJOY TEACHING LEARNERS WITH DIVERSE NEEDS, BY TRAINING IN SPECIAL EDUCATION

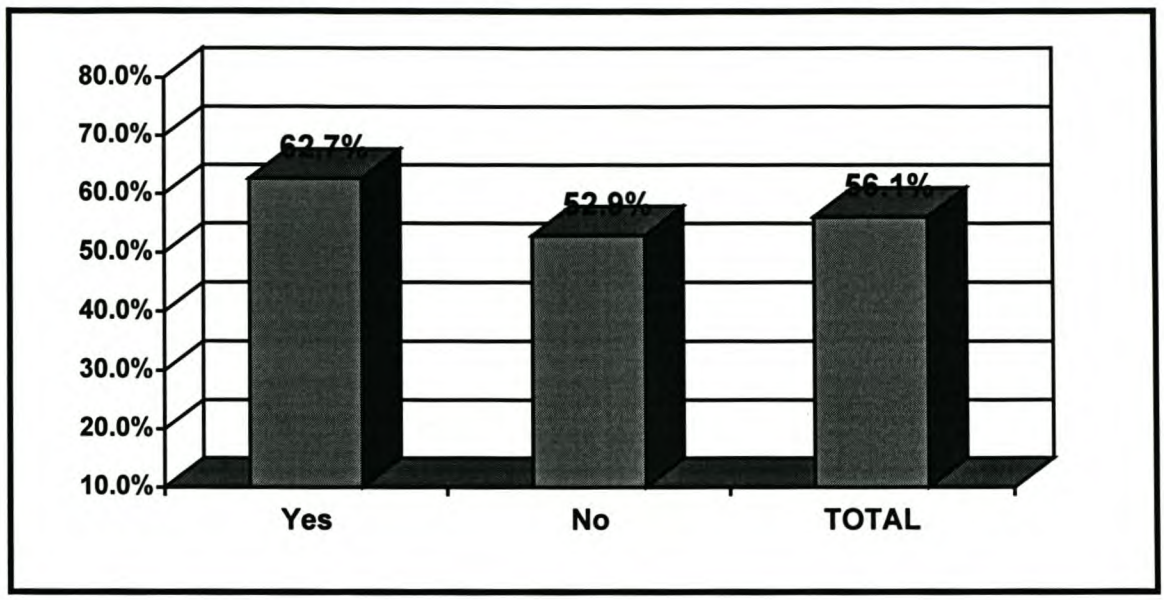
Training in special education	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	4	3,0	26	19,4	14	10,4	71	53,0	19	14,2	134	100,0
No	26	5,5	107	22,6	90	19,0	213	44,9	38	8,0	474	100,0
TOTAL	30	4,9	133	21,9	104	17,1	284	46,7	57	9,4	608	100,0

Note: χ^2=11,94; df=4; p<0.05

Graphically the agreement responses look as follows:

FIGURE 4.72

AGREEMENT ON WHETHER EDUCATORS ENJOY TEACHING LEARNERS WITH DIVERSE NEEDS, BY TRAINING IN SPECIAL EDUCATION



The picture was, however, reversed in table 4.85 when more educators with training in special education disagreed with the statement that they would rather get on with their jobs and not have the additional problems introduced by the inclusion of learners with special educational needs.

TABLE 4.85

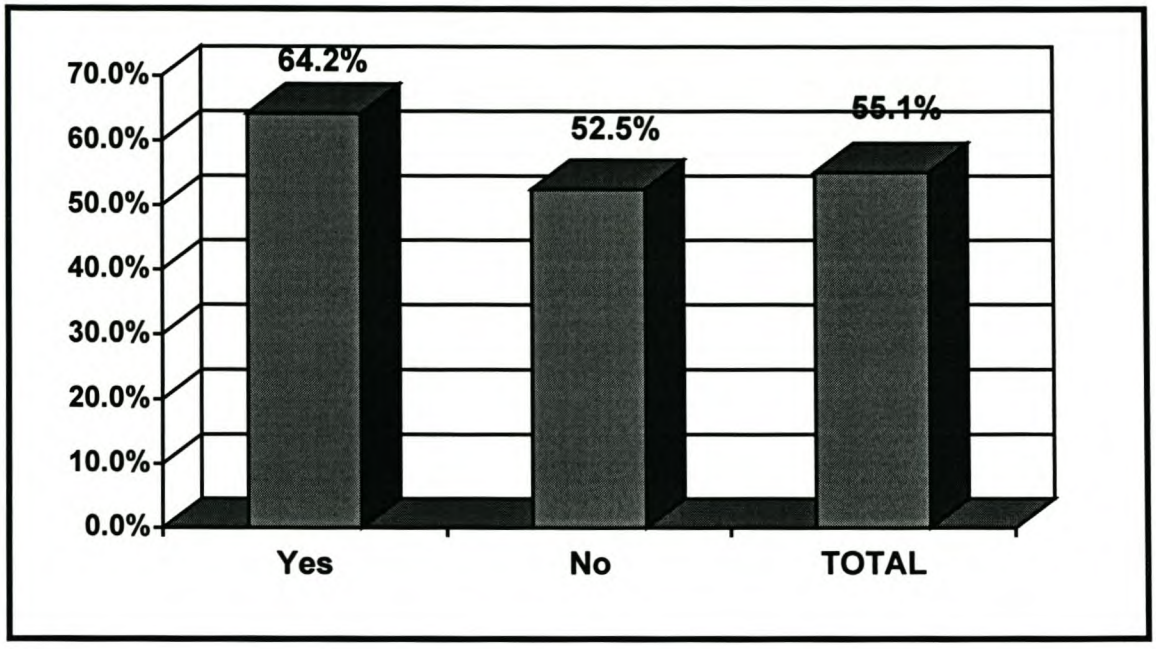
WHETHER EDUCATORS WOULD RATHER NOT HAVE ADDITIONAL PROBLEMS INTRODUCED BY INCLUSION, BY TRAINING IN SPECIAL EDUCATION

Training in special education	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	30	22,4	56	41,8	19	14,2	24	17,9	5	3,7	134	100,0
No	43	9,0	207	43,5	66	13,9	131	27,5	29	6,1	476	100,0
TOTAL	73	12,0	263	43,1	85	13,9	155	25,4	34	5,6	610	100,0

Note: χ^2=20,51; df=4; p<0.01

Graphically the disagreement responses look as follows:

FIGURE 4.73
DISAGREEMENT ON WHETHER EDUCATORS WOULD RATHER NOT HAVE ADDITIONAL PROBLEMS INTRODUCED BY INCLUSION, BY TRAINING IN SPECIAL EDUCATION



4.5.3.7 Views towards who should be included

Statements concerning views towards who should be included were considered with regard to teaching level, region, gender, mother tongue, qualification, teaching experience, position and training in special education. Data analysed according to educating level revealed table 4.86 that more primary school educators than educators teaching in combined and secondary schools agreed that most learners with special educational needs would be better off in special schools.

TABLE 4.86

WHETHER LEARNERS WITH SPECIAL EDUCATION NEEDS ARE BETTER OFF IN SPECIAL SCHOOLS, BY SCHOOL TYPE

School type	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Primary	14	5,4	41	15,7	16	6,1	100	38,3	90	34.5	261	100,0
Combined	10	5,2	40	20,7	16	8,3	59	30,6	68	35,2	193	100,0
Secondary	14	9,1	23	14,9	24	15,6	53	34,4	40	26,0	154	100,0
TOTAL	38	6,3	104	17,1	56	9,2	212	34,9	198	32,6	608	100,0

Note: χ^2=19,22; df=8; p<0.01

Graphically the agreement responses look as follows:

FIGURE 4.74

AGREEMENT ON WHETHER LEARNERS WITH SPECIAL EDUCATION NEEDS ARE BETTER OFF IN SPECIAL SCHOOLS, BY SCHOOL TYPE

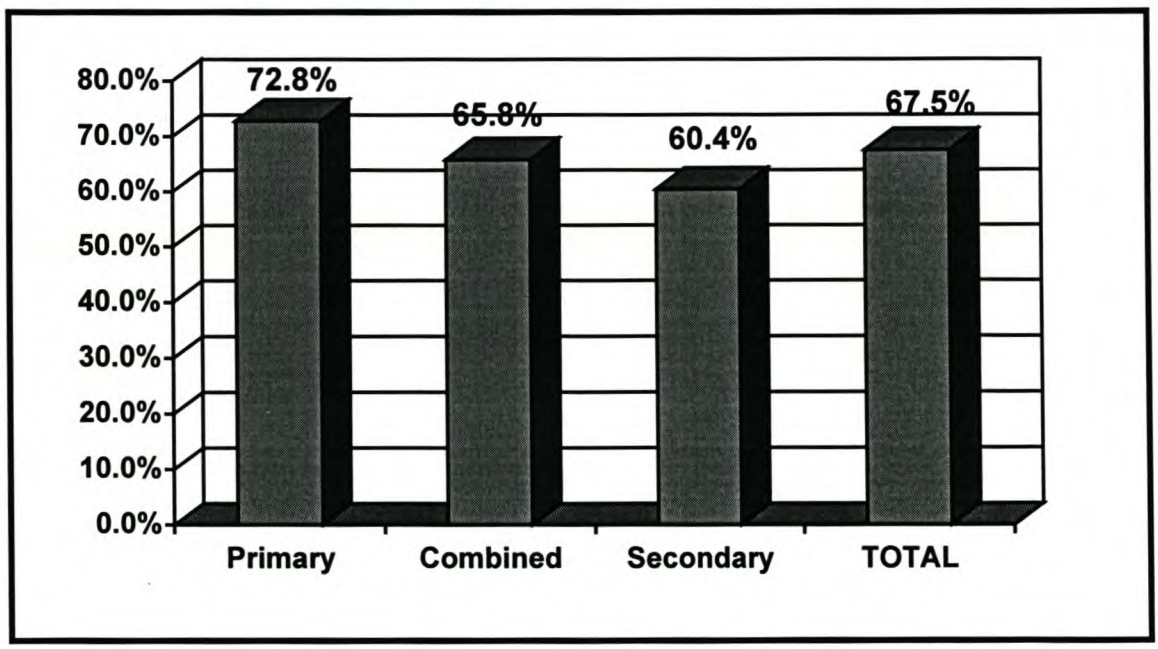


Table 4.87 showed that at regional level significantly more educators from Windhoek and Khorixas than educators from other regions agreed that most learners with special educational needs would be better off in special schools.

TABLE 4.87

WHETHER LEARNERS WITH SPECIAL EDUCATIONAL NEEDS ARE BETTER OFF IN SPECIAL SCHOOLS, BY REGION

Region	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Windhoek	4	4,4	11	12,2	8	8,9	27	30,0	40	44,4	90	100,0
Keetmanshoop	4	5,5	13	17,8	5	6,8	27	37,0	24	32,9	73	100,0
Khorixas	2	2,0	10	9,8	12	11,8	45	44,1	33	32,4	102	100,0
Ondangwa-East	17	10,6	29	18,1	17	10,6	49	30,6	48	30,0	160	100,0
Ondangwa-West	11	6,0	451	22,3	14	7,6	64	34,8	54	29,3	184	100,0
TOTAL	38	6,2	104	17,1	56	9,2	212	34,8	199	32,7	609	100,0

Note: χ^2=26,80; df=16; p<0.05

Graphically the agreement responses look as follows:

FIGURE 4.75

AGREEMENT ON WHETHER LEARNERS WITH SPECIAL EDUCATIONAL NEEDS ARE BETTER OFF IN SPECIAL SCHOOLS BY REGION

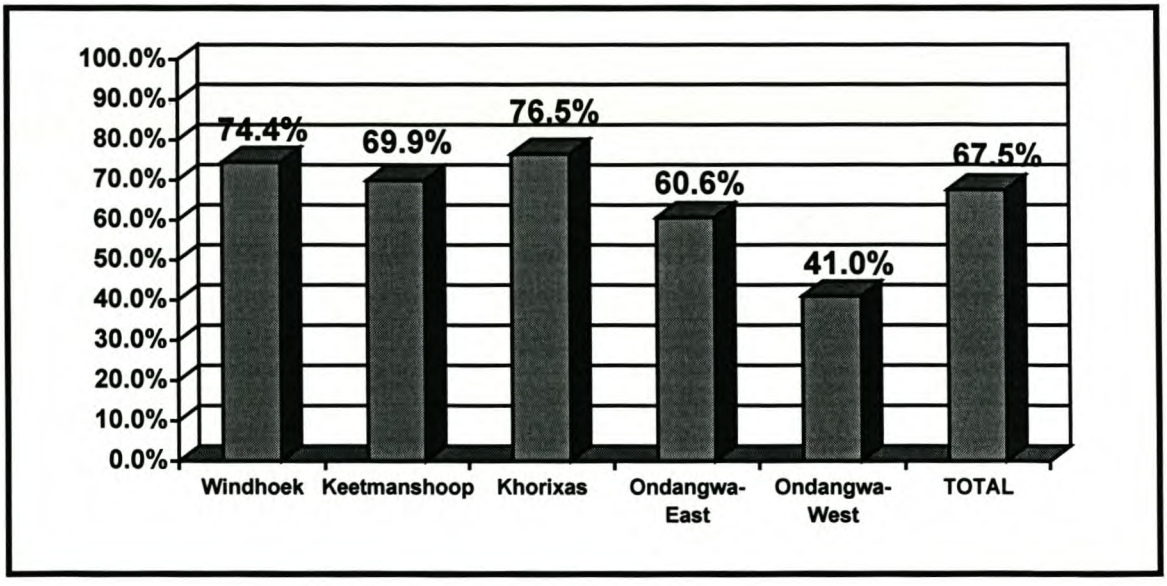


Table 4.88, however, revealed that significantly more educators from Keetmanshoop and Windhoek than educators from other regions disagreed that the learner with special educational needs in primary schools is not ready for

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social inclusion.

TABLE 4.88

WHETHER LEARNERS WITH SPECIAL NEEDS IN PRIMARY SCHOOL ARE NOT READY FOR SOCIAL INCLUSION, BY REGION

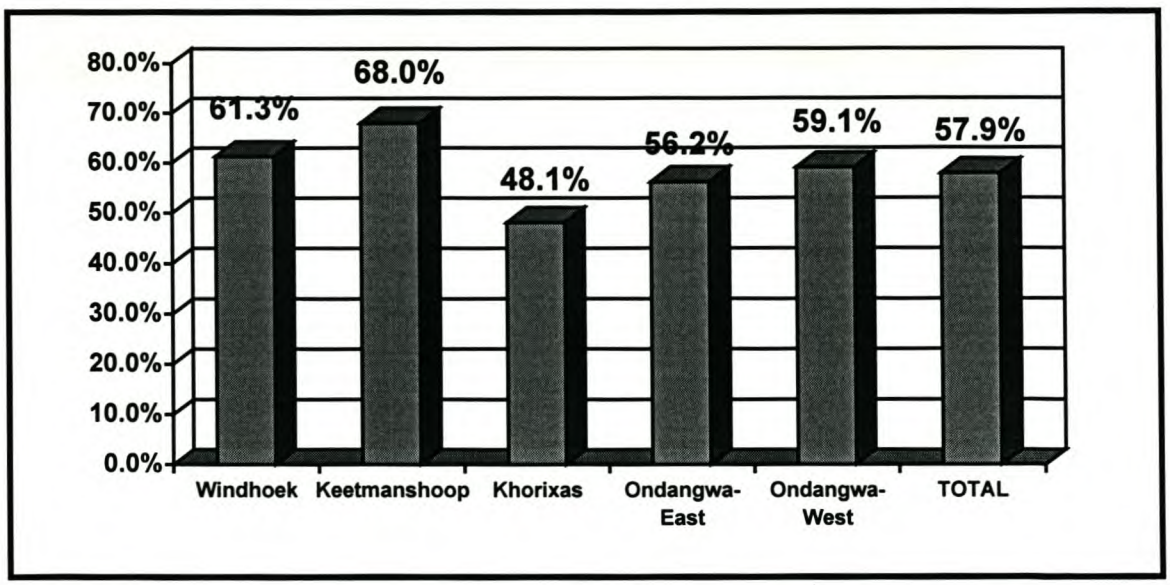
Region	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Windhoek	17	19,3	37	42,0	14	15,9	10	11,4	10	11,4	88	100,0
Keetmanshoop	14	19,4	35	48,6	12	16,7	8	11,1	3	4,2	72	100,0
Khorixas	6	5,9	43	42,2	22	21,6	22	21,6	9	8,8	102	100,0
Ondangwa-East	11	6,8	80	49,4	29	17,9	38	23,5	4	2,5	162	100,0
Ondangwa-West	35	18,8	75	40,3	30	16,1	32	17,2	14	7,5	186	100,0
TOTAL	83	13,6	270	44,3	107	17,5	110	18,0	40	6,6	610	100,0

Note: χ^2=37,51; df=16; p<0.01

Graphically the disagree responses look as follows:

FIGURE 4.76

DISAGREEMENT ON WHETHER LEARNERS WITH SPECIAL NEEDS IN PRIMARY SCHOOL ARE NOT READY FOR SOCIAL INCLUSION, BY REGION



The variable gender indicated in table 4.89 that more female educators than male educators agreed that most learners with special educational needs would

be better off in special schools, while table 4.90 showed that more male than female educators disagreed that the learners with special needs in primary school are not ready for academic inclusion.

TABLE 4.89

WHETHER LEARNERS WITH SPECIAL EDUCATIONAL NEEDS ARE BETTER OFF IN SPECIAL SCHOOLS, BY GENDER

Gender	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	9	3,8	44	18,7	31	13,2	80	34,0	71	30,2	235	100,0
Female	29	7,9	59	16,0	25	6,8	129	35,1	126	34,2	368	100,0
TOTAL	38	6,3	103	17,1	56	9,3	209	34,7	197	32,7	603	100,0

Note: χ^2=14,10; df=4; p<0.01

Graphically the agreement responses look as follows:

FIGURE 4.77

AGREEMENT ON WHETHER LEARNERS WITH SPECIAL EDUCATIONAL NEEDS ARE BETTER OFF IN SPECIAL SCHOOLS, BY GENDER

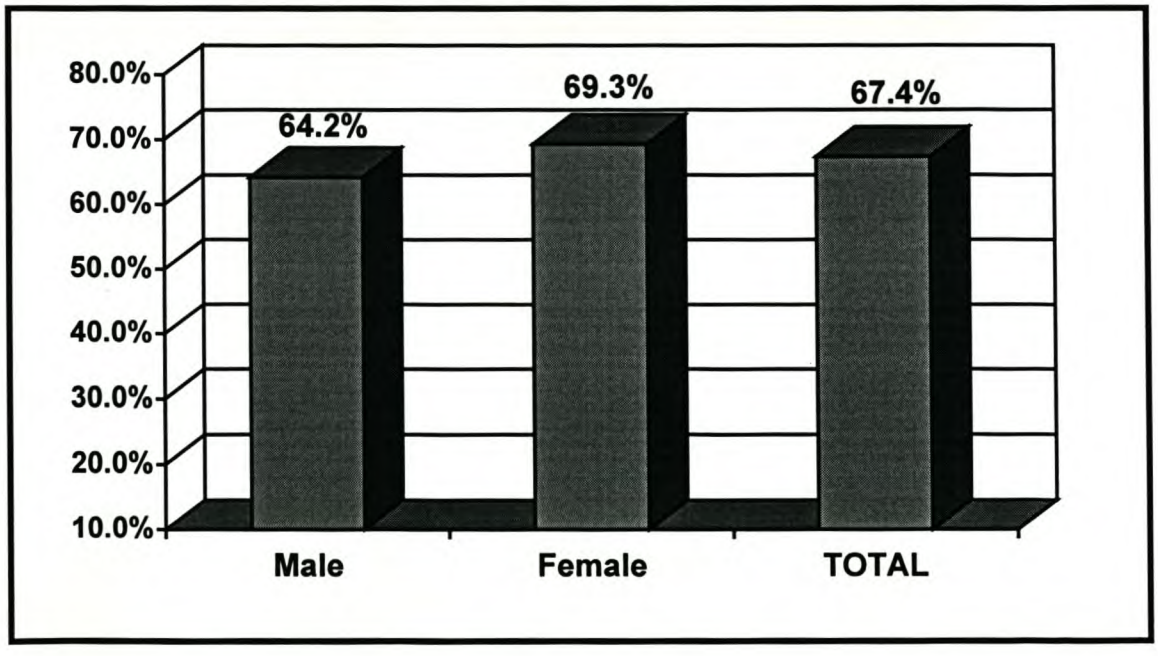


TABLE 4.90

WHETHER LEARNERS WITH SPECIAL NEEDS IN PRIMARY SCHOOL ARE NOT READY FOR ACADEMIC INCLUSION, BY GENDER

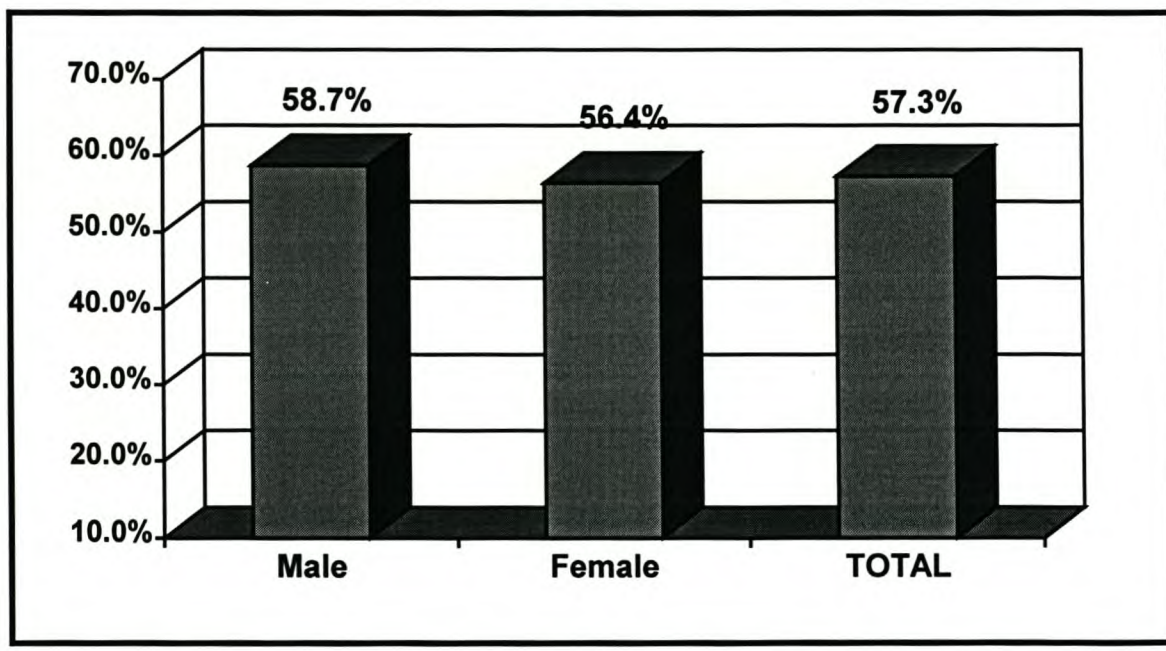
Gender	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	38	16,5	97	42,2	49	21,3	34	14,8	12	5,2	230	100,0
Female	49	13,2	160	43,2	54	14,6	82	22,2	25	6,8	370	100,0
TOTAL	87	14,5	257	42,8	103	17,2	116	19,3	37	6,2	600	100,0

Note: χ^2=9,35; df=4; p<0.05

Graphically the disagreement responses look as follows:

FIGURE 4.78

DISAGREEMENT ON WHETHER LEARNERS WITH SPECIAL NEEDS IN PRIMARY SCHOOL ARE NOT READY FOR ACADEMIC INCLUSION, BY GENDER



When analysed according to mother tongue, data in table 4.91 revealed that significantly more Afrikaans, Khoekoegowab, Herero, Oshidonga and Lozi speaking educators than the English speaking educators, agreed that educating

learners with special educational needs should remain a separate, specialized field of education.

TABLE 4.91

WHETHER LEARNERS WITH SPECIAL EDUCATIONAL NEEDS SHOULD REMAIN SEPARATE, BY MOTHER TONGUE

Mother tongue	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
English	2	6,7	7	23,3	8	26,7	8	26,7	5	16,7	30	100,0
Afrikaans	5	4,1	22	17,9	7	5,7	45	36,6	44	35,8	123	100,0
Khoekoegowab	3	6,1	11	22,4	5	10,2	24	49,0	6	12,2	49	100,0
Herero	0	0,0	11	25,6	1	2,3	12	27,9	19	44,2	43	100,0
Oshidonga	20	5,9	80	23,7	28	8,3	122	36,2	87	25,8	337	100,0
Lozi	4	17,4	6	26,1	2	8,7	7	30,4	4	17,4	23	100,0
TOTAL	34	5,6	137	22,6	51	8,4	218	36,0	165	27,3	605	100.0

Note: χ^2=43,64; df=20; p<0.01

Graphically the agreement responses look as follows:

FIGURE 4.79

AGREEMENT ON WHETHER SPECIAL EDUCATIONAL NEEDS SHOULD REMAIN SEPARATE, BY MOTHER TONGUE

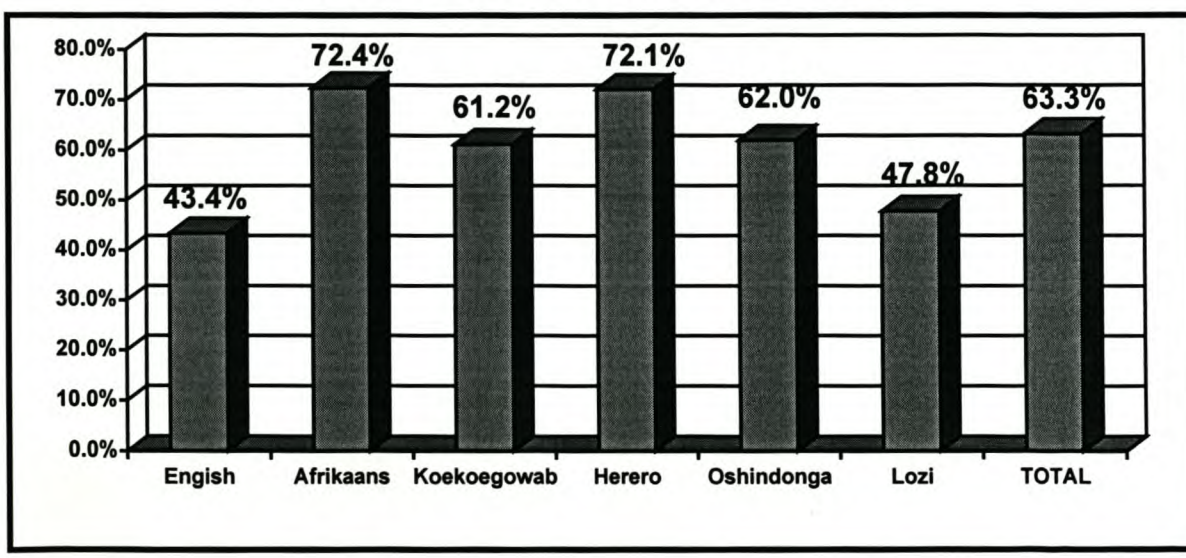


Table 4.92 on the other hand showed that significantly more English, Khoekoegowab, Herero, Oshidonga, and Lozi speaking educators than Afrikaans speaking educators disagreed that the learner with special needs in primary school is not ready for academic inclusion.

TABLE 4.92

WHETHER LEARNERS WITH SPECIAL NEEDS IN PRIMARY SCHOOLS ARE NOT READY FOR ACADEMIC INCLUSION, BY MOTHER TONGUE

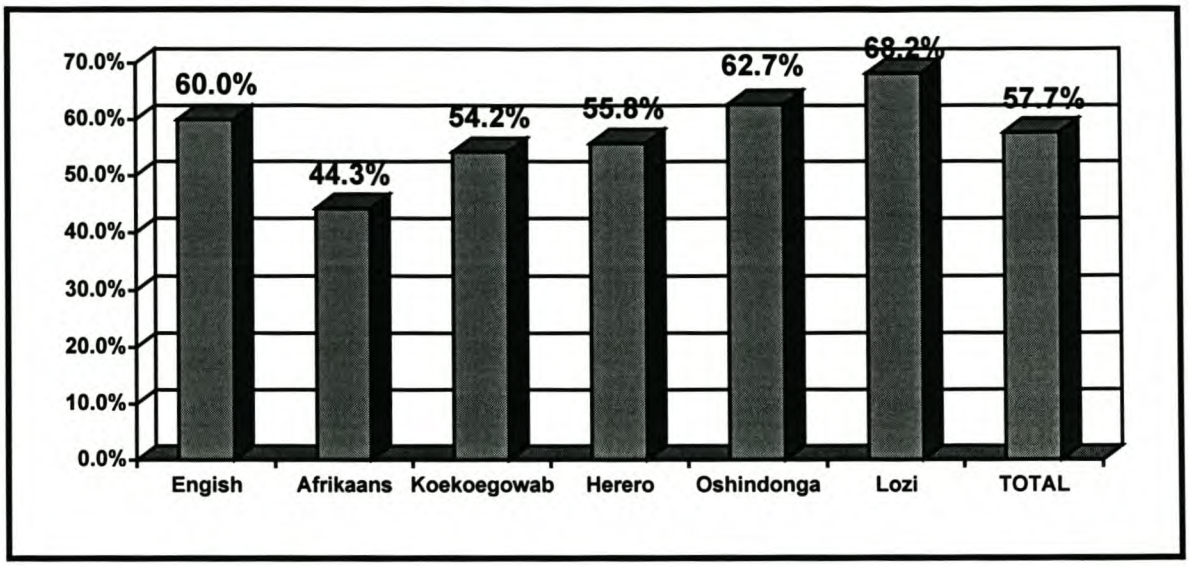
Mother tongue	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
English	4	13,3	14	46,7	4	13,3	6	20,0	2	6,7	30	100,0
Afrikaans	8	6,6	46	37,7	21	17,2	33	27,0	14	11,5	122	100,0
Khoekoegowab	5	10,4	21	43,8	8	16,7	11	22,9	3	6,3	48	100,0
Herero	12	27,9	12	27,9	7	16,3	9	20,9	3	7,0	43	100,0
Oshidonga	52	15,6	157	47,1	57	17,1	52	15,6	15	4,5	333	100,0
Lozi	5	22,7	10	45,5	4	18,2	3	13,6	0	0,0	22	100,0
TOTAL	**86**	**14,4**	**260**	**43,5**	**101**	**16,9**	**114**	**19,1**	**37**	**6,2**	**598**	**100.0**

Note: χ^2=32,78; df=20; p<0.05

Graphically the disagreement responses look as follows:

FIGURE 4.80

DISAGREEMENT ON WHETHER LEARNERS WITH SPECIAL NEEDS IN PRIMARY SCHOOLS ARE NOT READY FOR ACADEMIC INCLUSION, BY MOTHER TONGUE



A surprising picture emerged in table 4.93 when significantly more educators with degrees plus further qualifications and teaching diplomas plus further qualifications than educators with other qualifications agreed that most learners with special educational needs would be better off in special schools.

TABLE 4.93

WHETHER LEARNERS WITH SPECIAL EDUCATIONAL NEEDS ARE BETTER OFF IN SPECIAL SCHOOLS, BY HIGHEST QUALIFICATION

Highest qualification	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Degree + further	8	6,3	14	10,9	15	11,7	47	36,7	44	34,4	128	100,0
Degree	3	12,5	5	20,8	3	12,5	10	41,7	3	12,5	24	100,0
Teaching diploma + further	4	4,8	10	12,0	9	10,8	26	31,3	34	41,0	83	100,0
Teaching diploma	11	5,4	44	21,5	16	7,8	57	27,8	77	37,6	205	100,0
Certificate	12	7,5	31	19,3	13	8,1	68	42,2	37	23,0	161	100,0
TOTAL	**38**	**6,3**	**104**	**17,3**	**56**	**9,3**	**208**	**34,6**	**195**	**32,4**	**601**	**100,0**

Note: χ^2=28,56; df=16; p<0.05

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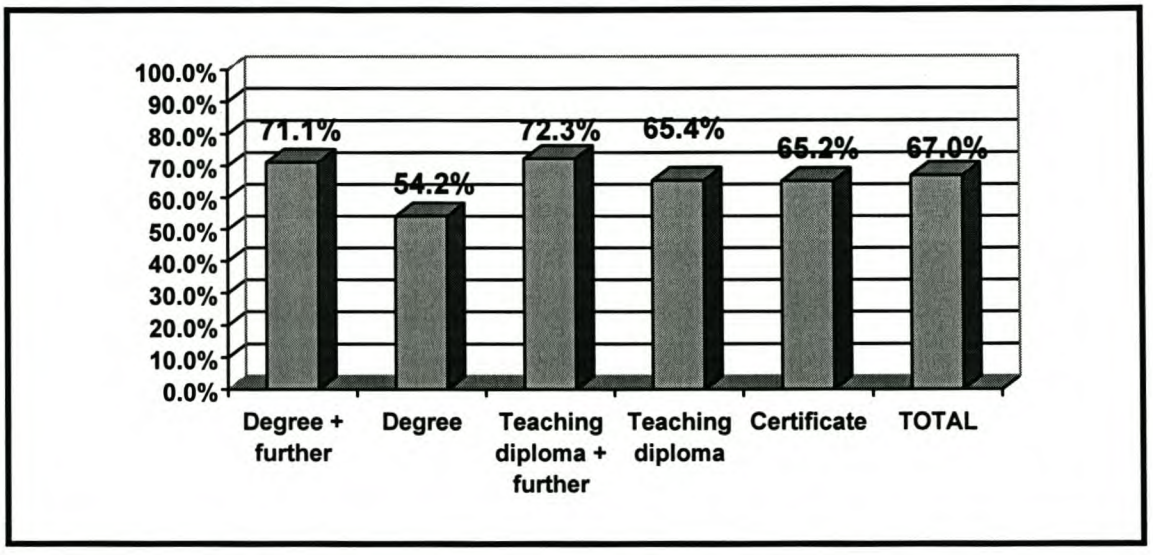
Graphically the agreement responses look as follows:

FIGURE 4.81

AGREEMENT ON WHETHER LEARNERS WITH SPECIAL EDUCATIONAL NEEDS ARE BETTER OFF IN SPECIAL SCHOOLS, BY HIGHEST QUALIFICATION



This picture however changed in table 4.94 when significantly more educators with degrees plus further qualifications, degrees, teaching diplomas plus further qualifications and teaching diplomas disagreed that the learner with special needs in primary school is not ready for social inclusion.

TABLE 4.94

WHETHER LEARNERS WITH SPECIAL NEEDS IN RIMARY SCHOOLS ARE NOT READY FOR SOCIAL INCLUSION, BY HIGHEST QUALIFICATION

Highest qualification	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Degree + further	17	13,5	62	49,2	18	14,3	19	15,1	10	7,9	126	100,0
Degree	3	12,0	11	44,0	8	32,0	0	0,0	3	12,0	25	100,0
Teaching diploma + further	11	13,1	34	40,5	16	19,0	14	16,7	9	10,7	84	100,0
Teaching Diploma	41	20,3	86	42,6	30	14,9	37	18,3	8	4,0	202	100,0
Certificate	9	5,5	76	46,1	33	20,0	37	22,4	10	6,1	165	100,0
TOTAL	**81**	**13,5**	**269**	**44,7**	**105**	**17,4**	**107**	**17,8**	**40**	**6,6**	**602**	**100,0**

Note: χ^2=34,21; df=16; p<0.01

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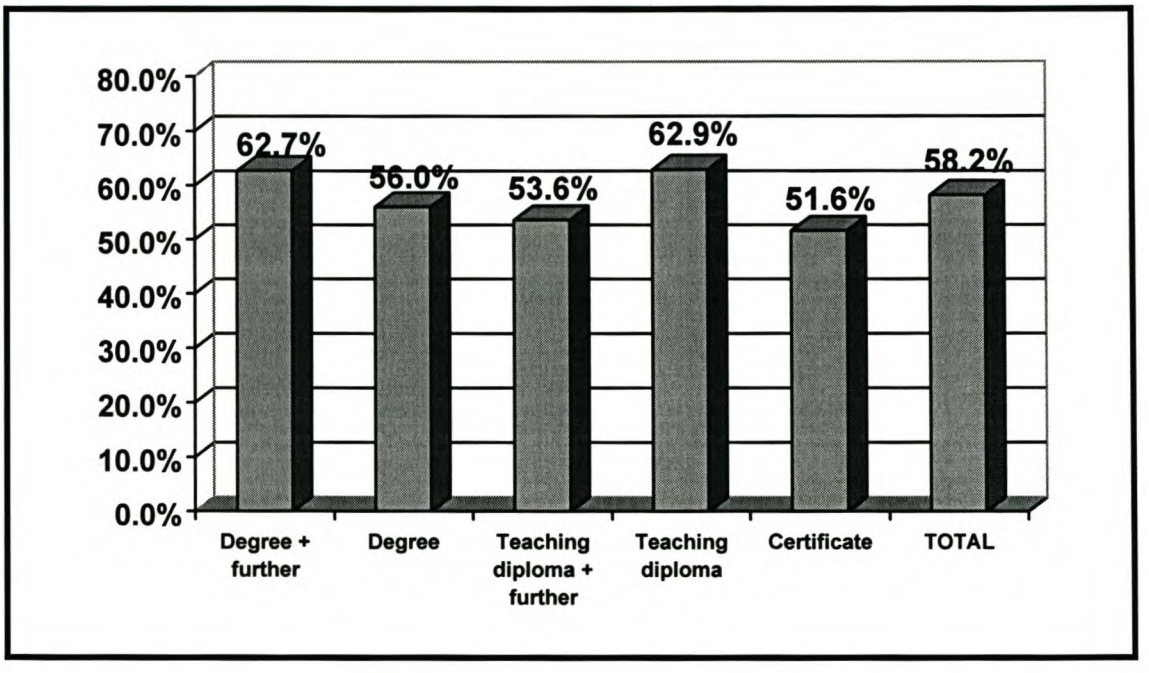
Graphically the disagreement responses look as follows:

FIGURE 4.82

DISAGREEMENT ON WHETHER LEARNERS WITH SPECIAL NEEDS IN PRIMARY SCHOOLS ARE NOT READY FOR SOCIAL INCLUSION, BY HIGHEST QUALIFICATION



A surprising trend emerged when data were analysed according to educating experience. Table 4.95 showed that significantly more educators with less than 20 years of teaching experience disagreed that the learner with special educational needs in primary school is not ready for academic inclusion.

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TABLE 4.95

WHETHER LEARNERS WITH SPECIAL NEEDS IN PRIMARY SCHOOL ARE NOT READY FOR ACADEMIC INCLUSION, BY TEACHING EXPERIENCE

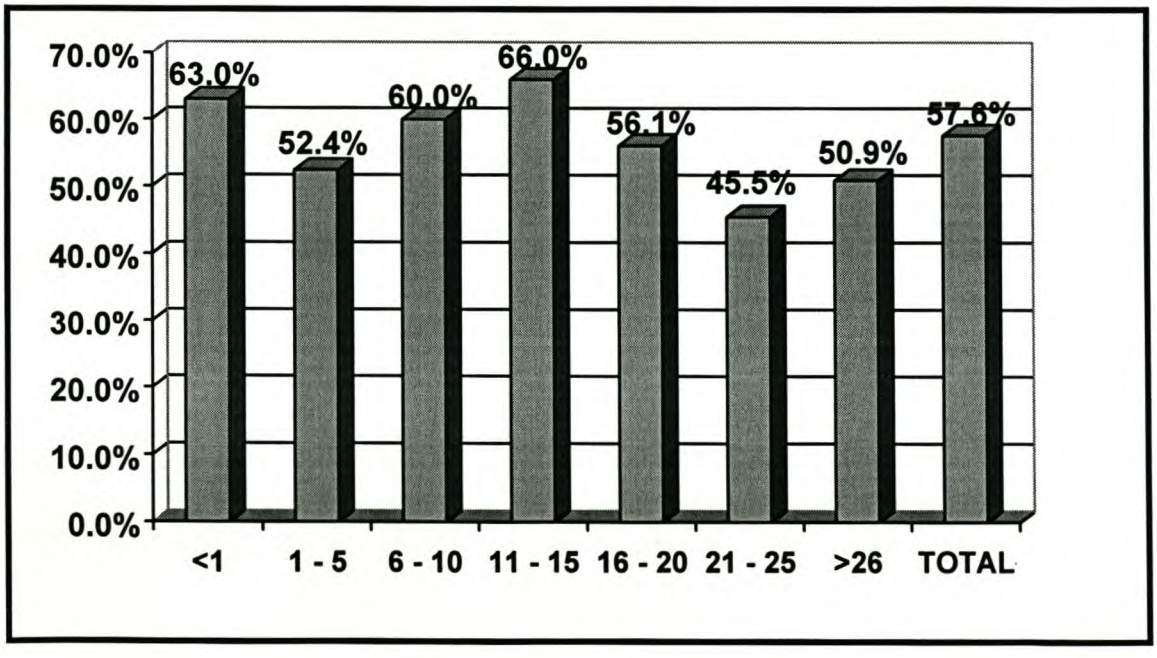
Teaching experience	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Less than 1 year	7	23,3	12	40,0	6	20,0	2	6,7	3	10,0	30	100,0
1 – 5 years	21	17,2	43	35,2	29	23,8	19	15,6	10	8,2	122	100,0
6 – 10 years	18	15,0	54	45,0	16	13,3	29	24,2	3	2,5	120	100,0
11 – 15 years	23	14,7	80	51,3	25	16,0	19	12,2	9	5,8	156	100,0
16 – 20 years	11	16,7	26	39,4	12	18,2	15	22,7	2	3,0	66	100,0
21 – 25 years	5	9,1	20	45,5	11	20,0	15	27,3	4	7,3	55	100,0
More than 25 years	2	3,5	27	47,4	5	8,8	17	29,8	6	10,5	57	100,0
TOTAL	**87**	**14,4**	**262**	**43,2**	**104**	**17,2**	**116**	**19,1**	**37**	**6,1**	**606**	**100,0**

Note: χ^2=42,48; df=24; p<0.01

Graphically the disagreement responses look as follows:

FIGURE 4.83

DISAGREEMENT ON WHETHER LEARNERS WITH SPECIAL NEEDS IN PRIMARY SCHOOL ARE NOT READY FOR ACADEMIC INCLUSION, BY TEACHING EXPERIENCE



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The influence of post held was shown in table 4.96 when significantly more principals disagreed than educators holding other positions that the learners with special educational needs in primary school are not ready for social inclusion, while table 4.97 revealed that significantly more principals, deputy principals, and heads of departments disagreed than educators holding other positions that the learner with special educational needs in primary school is not ready for academic inclusion.

TABLE 4.96

WHETHER LEARNERS WITH SPECIAL NEEDS IN PRIMARY SCHOOL ARE NOT READY FOR SOCIAL INCLUSION, BY POSITION

Position	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Principal	5	7,2	41	59,4	10	14,5	12	17,4	1	1,4	69	100,0
Deputy Principal	0	0,0	9	52,9	6	35,3	1	5,9	1	5,9	17	100,0
Head of Department	11	15,5	32	45,1	5	7,0	17	23,9	6	8,5	71	100,0
Subject Head	12	17,6	24	35,3	14	20,6	14	20,6	4	5,9	68	100,0
Educator	55	14,3	164	42,6	72	18,7	66	17,1	28	7,3	385	100,0
TOTAL	**83**	**13,6**	**270**	**44,3**	**107**	**17,5**	**110**	**18,0**	**40**	**6,6**	**610**	**100,0**

Note: χ^2=26,08; df=16; p<0.05

Graphically the disagreement responses look as follows:

FIGURE 4.84

DISAGREEMENT ON WHETHER LEARNERS WITH SPECIAL NEEDS IN PRIMARY SCHOOL ARE NOT READY FOR SOCIAL INCLUSION, BY POSITION

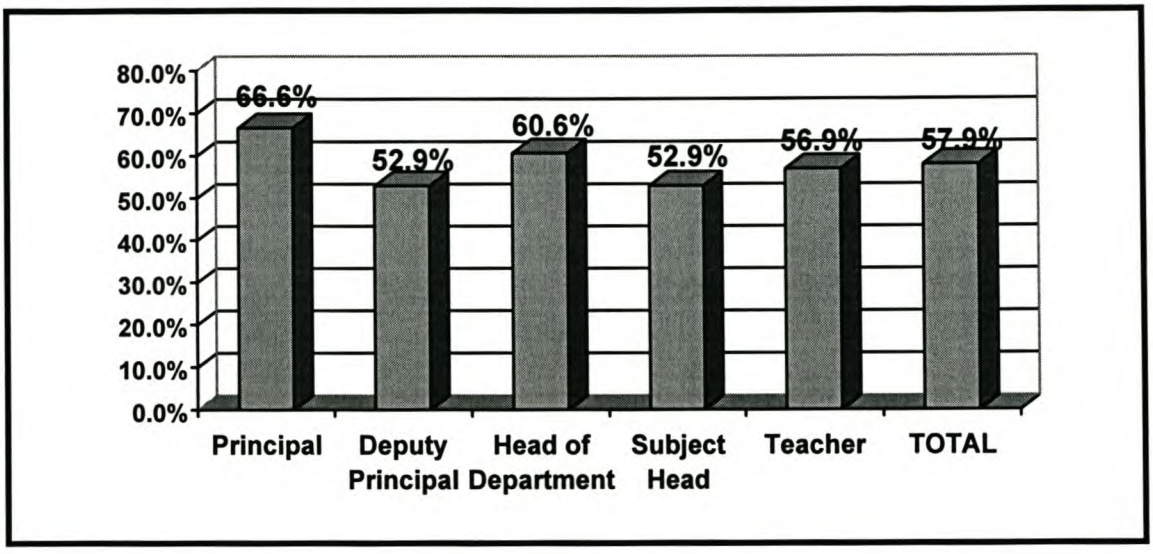


TABLE 4.97

WHETHER LEARNERS WITH SPECIAL NEEDS IN PRIMARY SCHOOL ARE NOT READY FOR ACADEMIC INCLUSION, BY POSITION

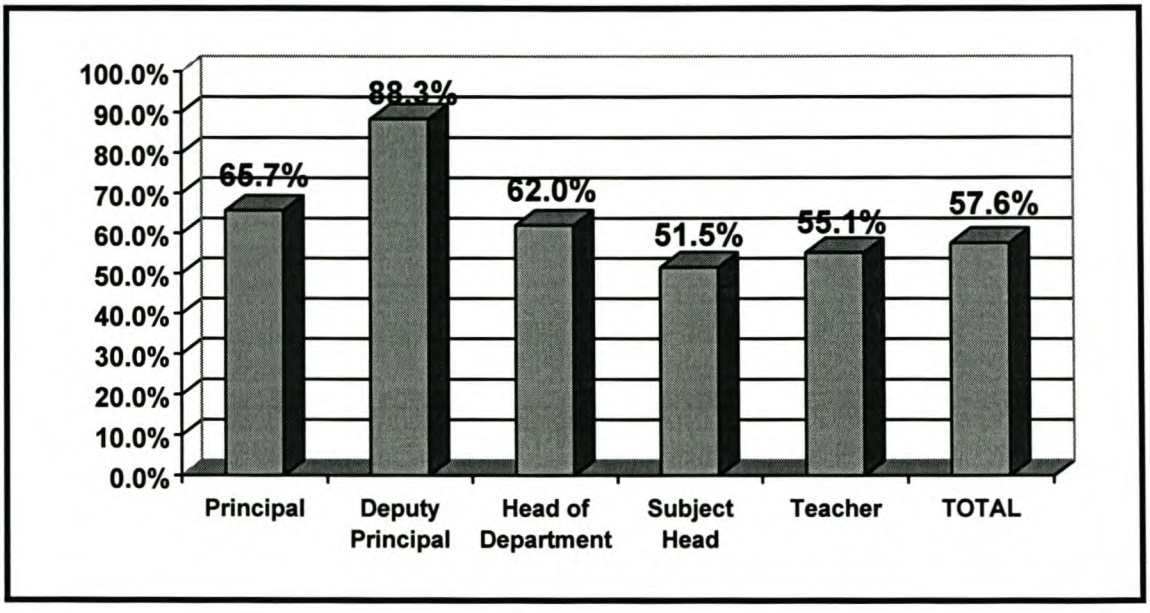
Position	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Principal	6	9,0	38	56,7	9	13,4	11	16,4	3	4,5	67	100,0
Deputy Principal	2	11,8	13	76,5	2	11,8	0	0,0	0	0,0	17	100,0
Head of Department	14	19,7	30	42,3	4	5,6	18	25,4	5	7,0	71	100,0
Subject Head	11	16,2	24	35,3	13	19,1	14	20,6	6	8,8	68	100,0
Educator	54	14,1	157	41,0	76	19,8	73	19,1	23	6,0	383	100,0
TOTAL	**87**	**14,4**	**262**	**43,2**	**104**	**17,2**	**116**	**19,1**	**37**	**6,1**	**606**	**100,0**

Note: χ^2=27,02; df=16; p<0.05

Graphically the disagreement responses look as follows:

FIGURE 4.85

DISAGREEMENT ON WHETHER LEARNERS WITH SPECIAL NEEDS IN PRIMARY SCHOOL ARE NOT READY FOR ACADEMIC INCLUSION, BY POSITION



4.5.3.8 Views towards academic and social development

In order to obtain an understanding on educators' views towards academic and social development, a number of statements were presented for their consideration. Table 4.98 and table 4.99 showed that when these statements were analysed according to the categories of schools, more secondary school educators than educators in other school categories agreed that including learners with special educational needs in the regular classroom provided them with opportunities for optimal educational development and that mixing with and working alongside learners with special educational needs contributed to the regular school learner's understanding of life's problems.

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TABLE 4.98

WHETHER INCLUSION PROVIDES OPTIMAL EDUCATIONAL DEVELOPMENT, BY SCHOOL TYPE

School type	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Primary	9	3,5	46	17,9	49	19,1	112	43,6	41	16,0	257	100,0
Combined	3	1,5	27	13,9	32	16,5	106	54,6	26	13,4	194	100,0
Secondary	9	5,8	20	12,9	18	11,6	73	47,1	35	22,6	155	100,0
TOTAL	**21**	**3,5**	**93**	**15,3**	**99**	**16,3**	**291**	**48,0**	**102**	**16,8**	**606**	**100,0**

Note: χ^2=17,13; df=8; p<0.05

Graphically the agreement responses look as follows:

FIGURE 4.86

AGREEMENT ON WHETHER INCLUSION PROVIDES OPTIMAL EDUCATIONAL DEVELOPMENT, BY SCHOOL TYPE

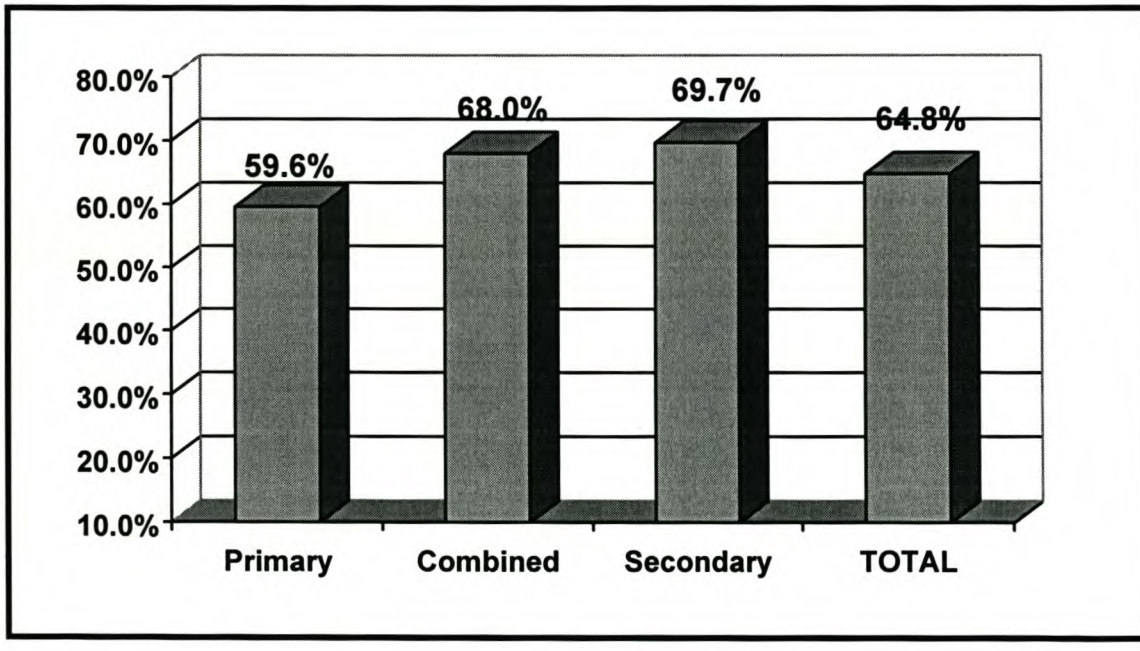

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TABLE 4.99

WHETHER SPECIAL NEEDS CONTRIBUTE TO REGULAR SCHOOL LEARNERS UNDERSTANDING OF LIFE'S PROBLEMS, BY SCHOOL TYPE

School type	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Primary	3	1,2	35	13,5	27	10,4	136	52,3	59	22,7	260	100,0
Combined	9	4,6	23	11,9	15	7,7	92	47,4	55	75,8	194	100,0
Secondary	7	4,5	8	5,2	13	8,4	77	49,7	50	32,3	155	100,0
TOTAL	**19**	**3,1**	**66**	**10,8**	**55**	**9,0**	**305**	**50,1**	**164**	**26,9**	**609**	**100,0**

Note: χ^2=17,08; df=8; p<0.05

Graphically the agreement responses look as follows:

FIGURE 4.87

AGREEMENT ON WHETHER SPECIAL NEEDS CONTRIBUTES TO REGULAR SCHOOL LEARNERS UNDERSTANDING OF LIFE'S PROBLEMS, BY SCHOOL TYPE

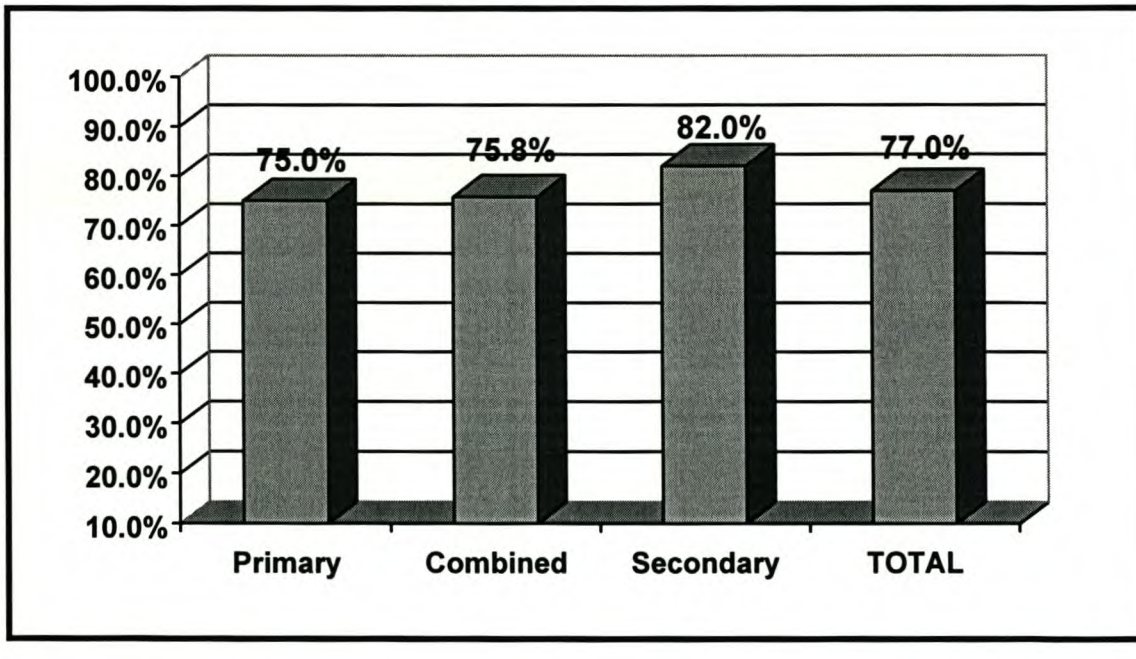

Table 4.100 further revealed that significantly more primary and secondary school educators than educators in combined schools disagreed that whilst inclusion may be of great social benefit to learners with special educational

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needs, they would not benefit academically.

TABLE 4.100

WHETHER INCLUSION MAY BE OF GREATER SOCIAL BENEFIT BUT NOT ACADEMIC BENEFIT, BY SCHOOL TYPE

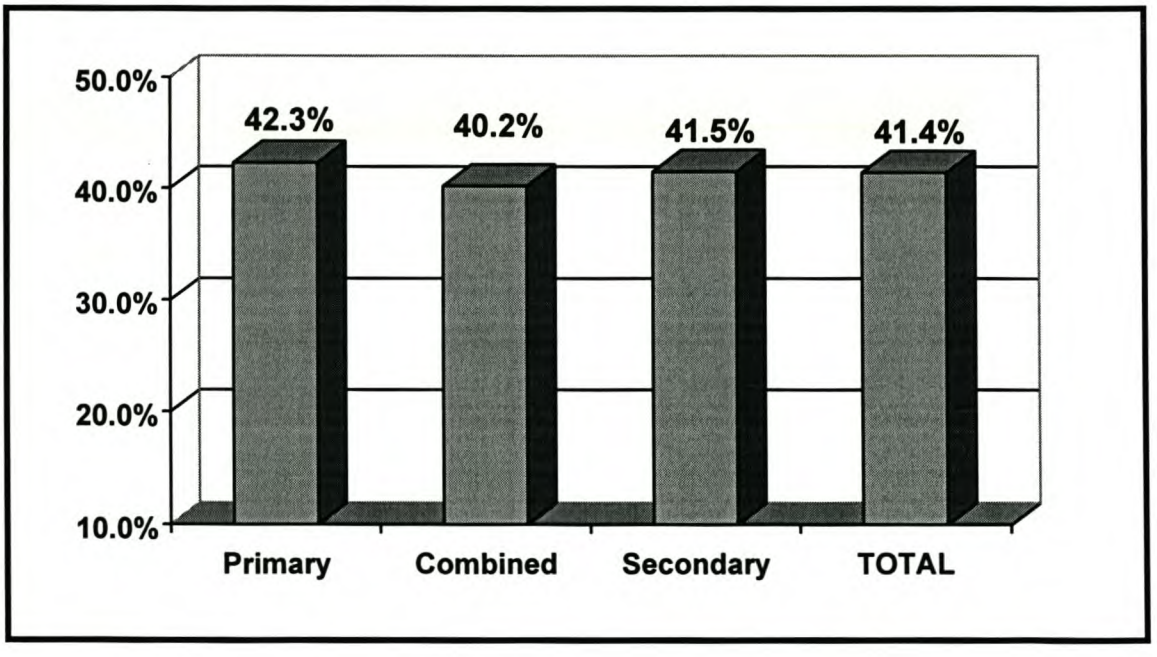
School type	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Primary	11	4,3	98	38,0	42	16,3	80	31,0	27	10,5	258	100,0
Combined	17	8,8	61	31,4	56	28,9	51	26,3	9	4,6	194	100,0
Secondary	12	7,9	51	33,6	31	20,4	43	28,3	15	9,9	152	100,0
TOTAL	**40**	**6,6**	**210**	**34,8**	**129**	**21,4**	**174**	**28,8**	**51**	**8,4**	**604**	**100,0**

Note: χ^2=19,45; df=8; p<0.01

Graphically the disagreement responses look as follows:

FIGURE 4.88

DISAGREEMENT ON WHETHER INCLUSION MAY BE OF GREATER SOCIAL BENEFIT BUT NOT ACADEMIC BENEFIT, BY SCHOOL TYPE



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Regional data showed in table 4.101 and table 4.102 that more educators from Keetmanshoop disagreed that whilst inclusion may be of great social benefit to learners with special educational needs they would not benefit academically and that learners with special educational needs had no greater social problems than most other learners, while table 4.103 indicated that more educators from Keetmanshoop, Ondangwa-East and Ondangwa-West disagreed that the inclusion of learners with special educational needs lowered the quality of education in the school.

TABLE 4.101

WHETHER INCLUSION MAY BE OF GREATER SOCIAL BENEFIT BUT NOT ACADEMIC BENEFIT, BY REGION

Region	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Windhoek	7	7,9	19	21,3	12	13,5	31	34,8	20	22,5	89	100,0
Keetmanshoop	7	9,9	29	40,8	17	23,9	17	23,9	1	1,4	71	100,0
Khorixas	1	1,0	26	25,5	20	19,6	47	46,1	8	7,8	102	100,0
Ondangwa-East	13	8,2	58	36,7	43	27,2	35	22,2	9	5,7	158	100,0
Ondangwa-West	13	7,0	78	42,2	37	20,0	44	23,8	13	7,0	185	100,0
TOTAL	**41**	**6,8**	**210**	**34M7**	**129**	**21,3**	**174**	**28,8**	**51**	**8,4**	**605**	**100,0**

Note: χ^2=66,55; df=16; p<0.01

Graphically the disagree responses look as follows:

FIGURE 4.89

DISAGREEMENT ON WHETHER INCLUSION MAY BE OF GREATER SOCIAL BENEFIT BUT NOT ACADEMIC BENEFIT, BY REGION

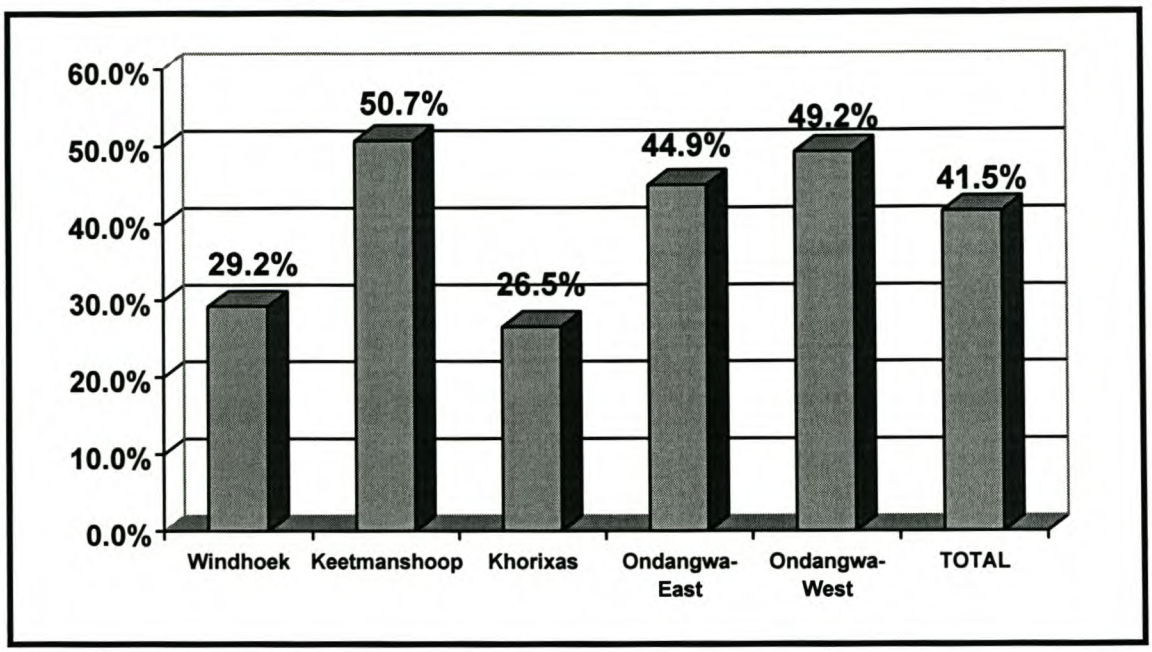

TABLE 4.102

WHETHER LEARNERS WITH SPECIAL NEEDS HAD NO GREATER SOCIAL PROBLEMS, BY REGION

Region	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Windhoek	16	17,8	29	32,2	15	16,7	23	25,6	7	7,8	90	100,0
Keetmanshoop	7	9,6	36	49,3	11	15,1	17	23,3	2	2,7	73	100,0
Khorixas	10	9,8	48	47,1	10	9,8	32	31,4	2	2,0	102	100,0
Ondangwa-East	28	17,3	58	35,8	19	11,7	44	27,2	13	8,0	162	100,0
Ondangwa-West	24	12,8	85	45,5	21	11,2	36	19,3	21	11,2	187	100,0
TOTAL	**85**	**13,8**	**256**	**41,7**	**76**	**12,4**	**152**	**24,8**	**45**	**7,3**	**614**	**100,0**

Note: χ^2=27,57; df=16; p<0.05

Graphically the disagree responses look as follows:

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FIGURE 4.90

DISAGREEMENT ON WHETHER LEARNERS WITH SPECIAL NEEDS HAD NO GREATER SOCIAL PROBLEMS, BY REGION

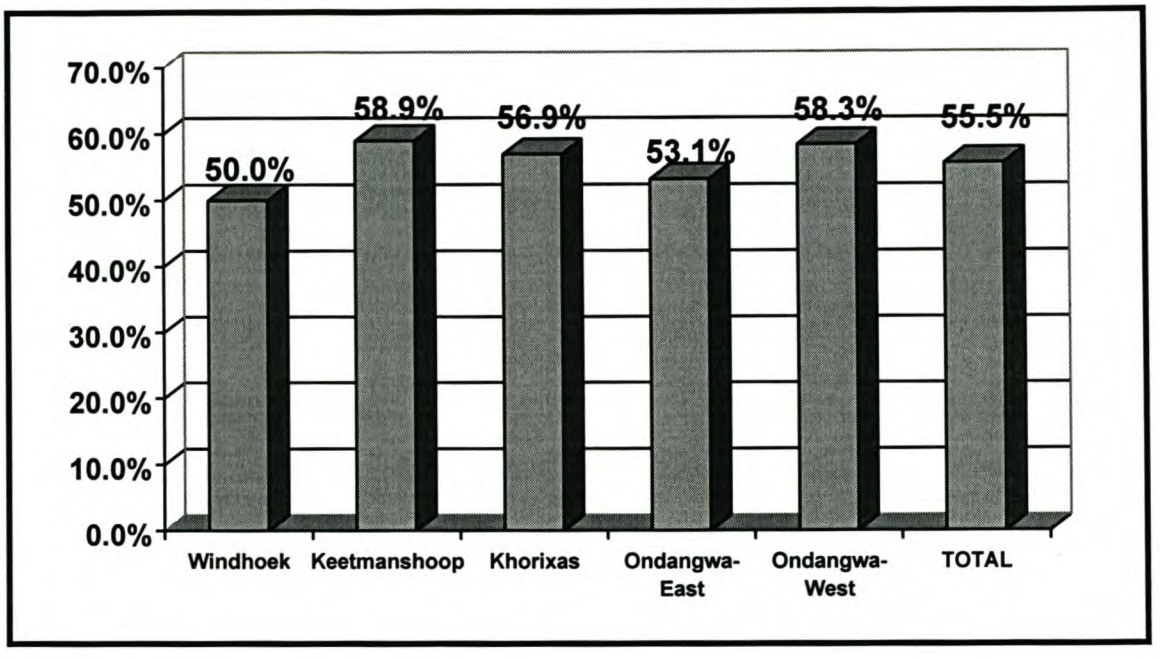

TABLE 4.103

WHETHER INCLUSION OF LEARNERS WITH SPECIAL NEEDS LOWERS THE QUALITY OF EDUCATION IN THE SCHOOL, BY REGION

Region	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Windhoek	14	15,6	21	23,3	13	14,4	24	26,7	18	20,0	90	100,0
Keetmanshoop	9	12,3	29	39,7	9	12,3	23	31,5	3	4,1	73	100,0
Khorixas	9	8,9	24	23,8	10	9,9	50	49,5	8	7,9	101	100,0
Ondangwa-East	23	14,4	57	35,6	19	11,9	47	29,4	14	8,8	160	100,0
Ondangwa-West	33	17,9	67	36,4	30	16,3	36	19,6	18	9,8	184	100,0
TOTAL	**88**	**14,5**	**198**	**32,6**	**81**	**13,3**	**180**	**29,6**	**61**	**10,0**	**608**	**100,0**

Note: χ^2=46,02; df=16; p<0.01

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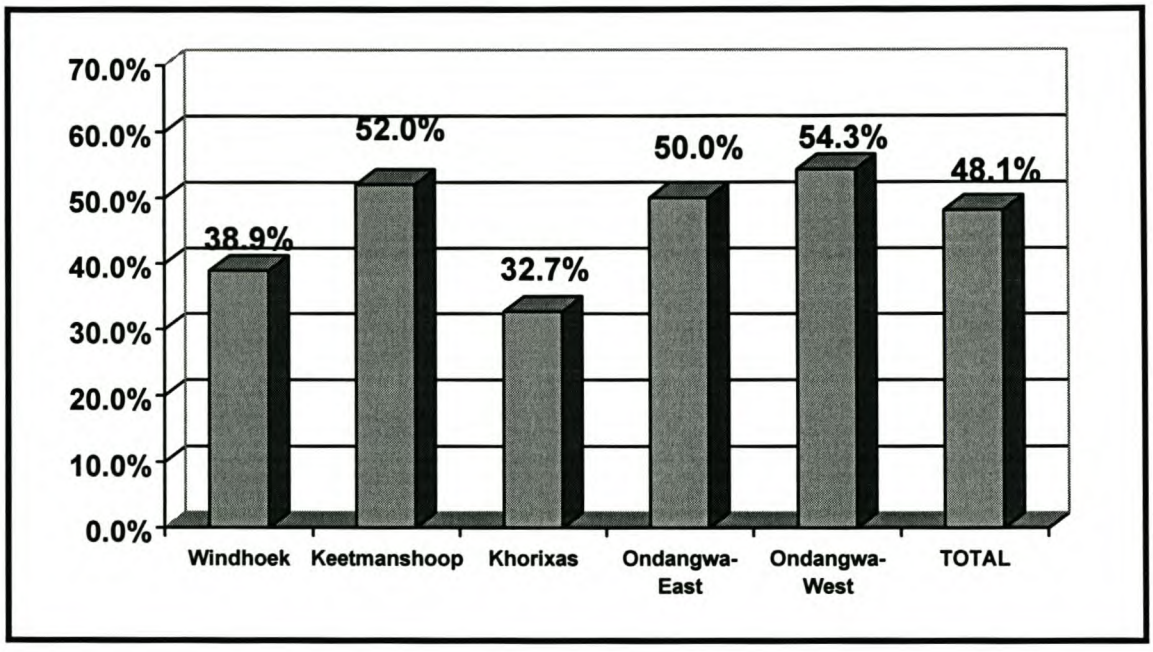
Graphically the disagree responses look as follows:

FIGURE 4.91

DISAGREEMENT ON WHETHER INCLUSION OF LEARNERS WITH SPECIAL NEEDS LOWERS THE QUALITY OF EDUCATION IN THE SCHOOL, BY REGION



Another picture emerged: in table 4.104 significantly more educators from Keetmanshoop, Ondangwa-West and Ondangwa East agreed compared to other regions, that including learners with special educational needs in the regular classroom provided them with opportunities for optimal educational development, while table 4.105 revealed that more educators from Windhoek educational region agreed that mixing with and working alongside learners with special educational needs, contributed to the regular school learner's understanding of life's problems.

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TABLE 4.104

WHETHER INCLUSION PROVIDES OPTIMAL EDUCATIONAL DEVELOPMENT, BY REGION

Region	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Windhoek	12	13,5	17	19,1	13	14,6	33	37,1	14	15,7	89	100,0
Keetmanshoop	1	1,4	11	15,1	15	20,5	32	43,8	14	19,2	73	100,0
Khorixas	4	4,0	19	19,0	17	17,0	49	49,0	11	11,0	100	100,0
Ondangwa-East	2	1,2	18	11,2	32	19,9	84	52,2	25	15,5	161	100,0
Ondangwa-West	2	1,1	28	15,2	22	12,0	93	50,5	39	21,2	184	100,0
TOTAL	**21**	**3,5**	**93**	**15,3**	**99**	**16,3**	**291**	**47,9**	**103**	**17,0**	**607**	**100,0**

Note: χ^2=47,90; df=16; p<0.01

Graphically the agreement responses look as follows:

FIGURE 4.92

AGREEMENT ON WHETHER INCLUSION PROVIDES OPTIMAL EDUCATIONAL DEVELOPMENT BY REGION

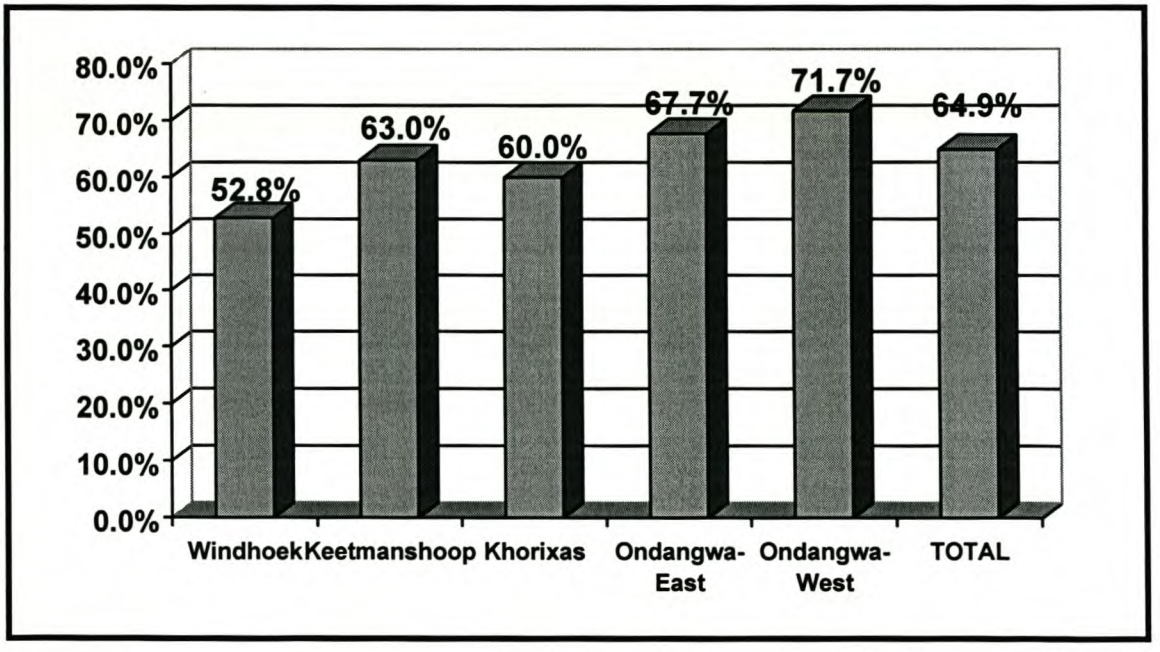

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TABLE 4.105

WHETHER SPECIAL NEEDS CONTRIBUTE TO REGULAR SCHOOL LEARNERS UNDERSTANDING OF LIFE'S PROBLEMS, BY REGION

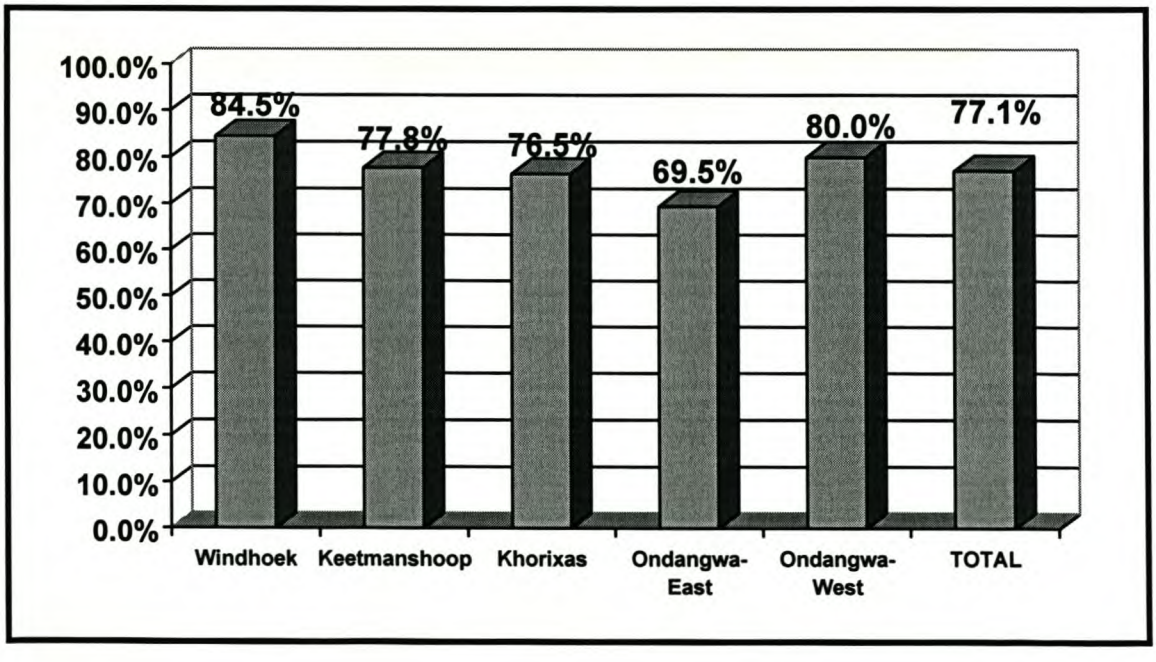
Region	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Windhoek	4	4,4	2	2,2	8	8,9	51	56,7	25	27,8	90	100,0
Keetmanshoop	1	1,4	10	13,9	5	6,9	45	62,5	11	15,3	72	100,0
Khorixas	3	2,9	9	8,8	12	11,8	56	54,9	22	21,6	102	100,0
Ondangwa-East	7	4,3	26	16,1	16	9,9	63	39,1	49	30,4	161	100,0
Ondangwa-West	4	2,2	19	10,3	14	7,6	91	49,2	57	30,8	185	100,0
TOTAL	**19**	**3,1**	**66**	**10,8**	**55**	**9,0**	**306**	**50,2**	**164**	**26,9**	**610**	**100,0**

Note: χ^2=29,61; df=16; p<0.05

Graphically the agreement responses look as follows:

FIGURE 4.93

AGREEMENT ON WHETHER SPECIAL NEEDS CONTRIBUTE TO REGULAR SCHOOL LEARNERS UNDERSTANDING OF LIFE'S PROBLEMS, BY REGION



The variable of age revealed in table 4.106 that significantly more younger

educators than older educators disagreed that learners with special educational needs had no greater social problems than most other learners.

TABLE 4.106

WHETHER LEARNERS WITH SPECIAL NEEDS HAD NO GREATER SOCIAL PROBLEMS, BY AGE

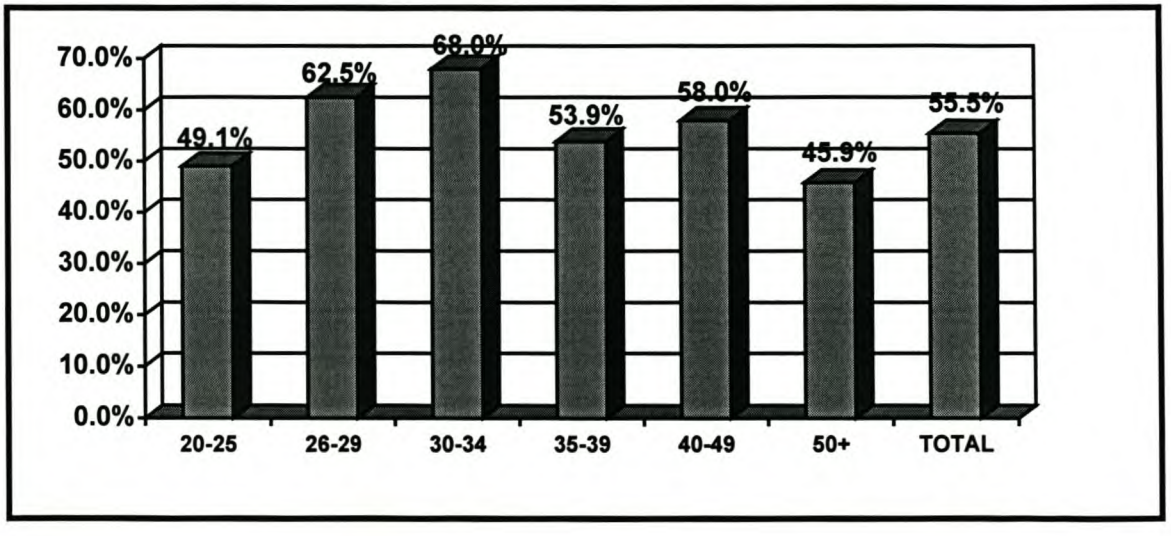
Age	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
20 –25	10	17,5	18	31,6	15	26,3	9	15,8	5	8,8	57	100,0
26 – 29	18	25,0	27	37,5	10	13,9	9	12,5	8	11,1	72	100,0
30 – 34	17	13,0	59	45,0	18	13,7	28	21,4	9	6,9	131	100,0
35 – 39	21	13,8	61	40,1	19	12,5	43	28,3	8	5,3	152	100,0
40 – 49	15	10,9	65	47,1	8	5,8	40	29,0	10	7,2	138	100,0
50 and more	4	6,6	24	39,3	6	9,8	22	36,1	5	8,2	61	100,0
TOTAL	85	13,9	254	41,6	76	12,4	151	24,7	45	7,4	611	100,0

Note: χ^2=41,13; df=20; p<0.01

Graphically the disagreement responses look as follows:

FIGURE 4.94

DISAGREEMENT ON WHETHER LEARNERS WITH SPECIAL NEEDS HAD NO GREATER SOCIAL PROBLEMS, BY AGE



In addition table 4.107 showed that more younger educators than older

educators agreed that mixing with and working alongside learners with special educational needs contributed to the regular school learner's understanding of life's problems.

TABLE 4.107

WHETHER SPECIAL NEEDS CONTRIBUTE TO REGULAR SCHOOL LEARNERS' UNDERSTANDING OF LIFE'S PROBLEMS, BY AGE

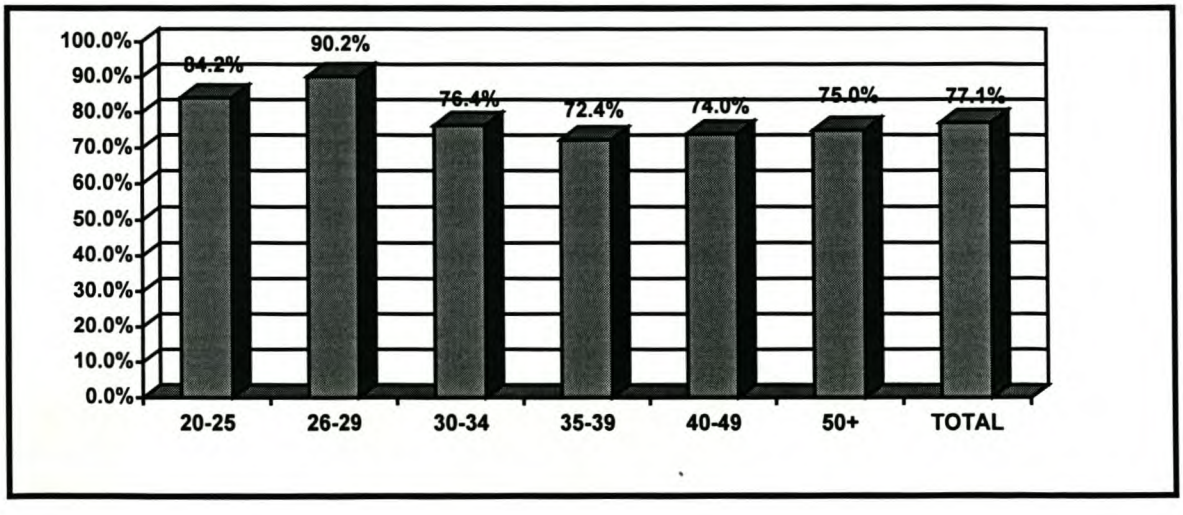
Age	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
20 –25	1	1,8	5	8,8	3	5,3	27	47,4	21	36,8	57	100,0
26 – 29	1	1,4	1	1,4	5	6,9	32	44,4	33	45,8	72	100,0
30 – 34	2	1,5	14	10,7	15	11,5	64	48,9	36	27,5	131	100,0
35 – 39	6	3,9	21	13,8	15	9,9	74	48,7	36	23,7	152	100,0
40 – 49	7	5,2	18	13,3	10	7,4	77	57,0	23	17,0	135	100,0
50 and more	2	3,3	7	11,7	6	10,0	31	51,7	14	23,3	60	100,0
TOTAL	**19**	**3,1**	**66**	**10,9**	**54**	**8,9**	**305**	**50,2**	**163**	**26,9**	**607**	**100,0**

Note: χ^2=34,60; df=20; p<0.05

Graphically the agreement responses look as follows:

FIGURE 4.95

AGREEMENT ON WHETHER SPECIAL NEEDS CONTRIBUTE TO REGULAR SCHOOL LEARNERS' UNDERSTANDING OF LIFE'S PROBLEMS, BY AGE



According to table 4.108 and table 4.109 significantly more Lozi speaking educators compared to other language groups, disagreed with statements that the inclusion of learners with special educational needs lowered the quality of inclusion in the school, and that whilst inclusion may be of great social benefit to the learners with special educational needs, they would not benefit academically.

TABLE 4.108

WHETHER INCLUSION OF LEARNERS WITH SPECIAL NEEDS LOWER THE QUALITY OF EDUCATION, BY MOTHER TONGUE

Mother tongue	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
English	5	16,7	11	36,7	4	13,3	8	26,7	2	6,7	30	100,0
Afrikaans	11	8,9	38	30,9	15	12,2	45	36,6	14	11,4	123	100,0
Khoekoegowab	6	12,2	12	24,5	8	16,3	18	36,7	5	10,2	49	100,0
Herero	7	16,3	6	14,0	5	11,6	16	37,2	9	20,9	43	100,0
Oshidonga	51	15,4	119	35,8	46	13,9	88	26,5	28	8,4	332	100,0
Lozi	8	34,8	8	34,8	3	13,0	2	8,7	2	8,7	23	100,0
TOTAL	**88**	**14,7**	**194**	**32,3**	**81**	**13,5**	**177**	**29,5**	**60**	**10,0**	**600**	**100.0**

Note: χ^2=31,99; df=20; p<0.05

Graphically the disagreement responses look as follows:

FIGURE 4.96

DISAGREEMENT ON WHETHER INCLUSION OF LEARNERS WITH SPECIAL NEEDS LOWER THE QUALITY OF EDUCATION, BY MOTHER TONGUE

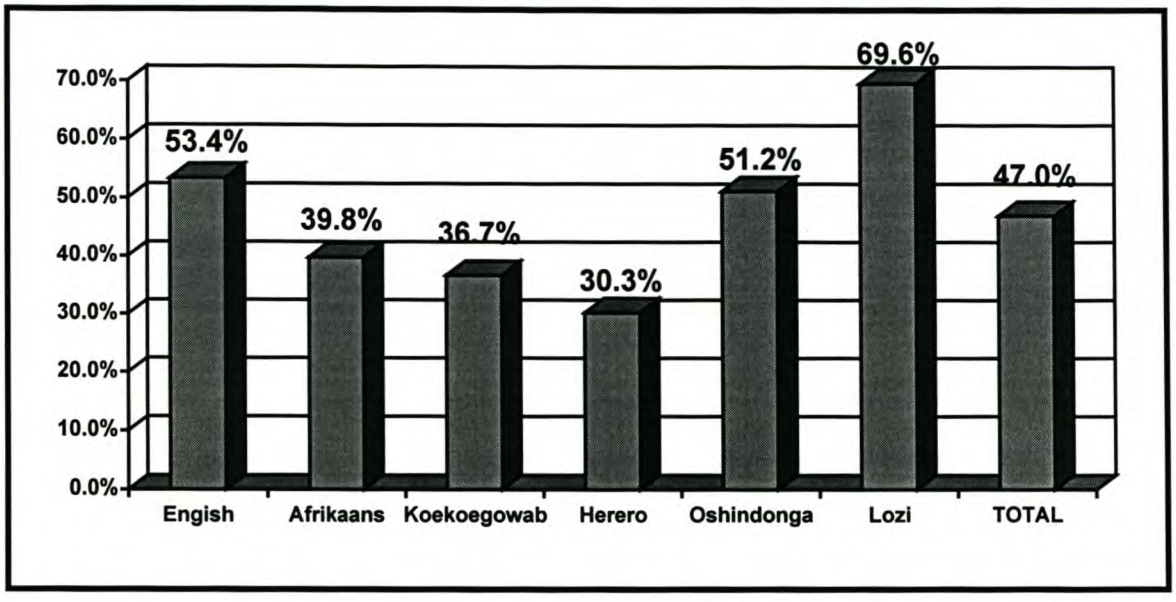


TABLE 4.109

WHETHER INCLUSION MAY BE OF GREATER SOCIAL BENEFIT BUT NOT ACADEMIC BENEFIT, BY MOTHER TONGUE

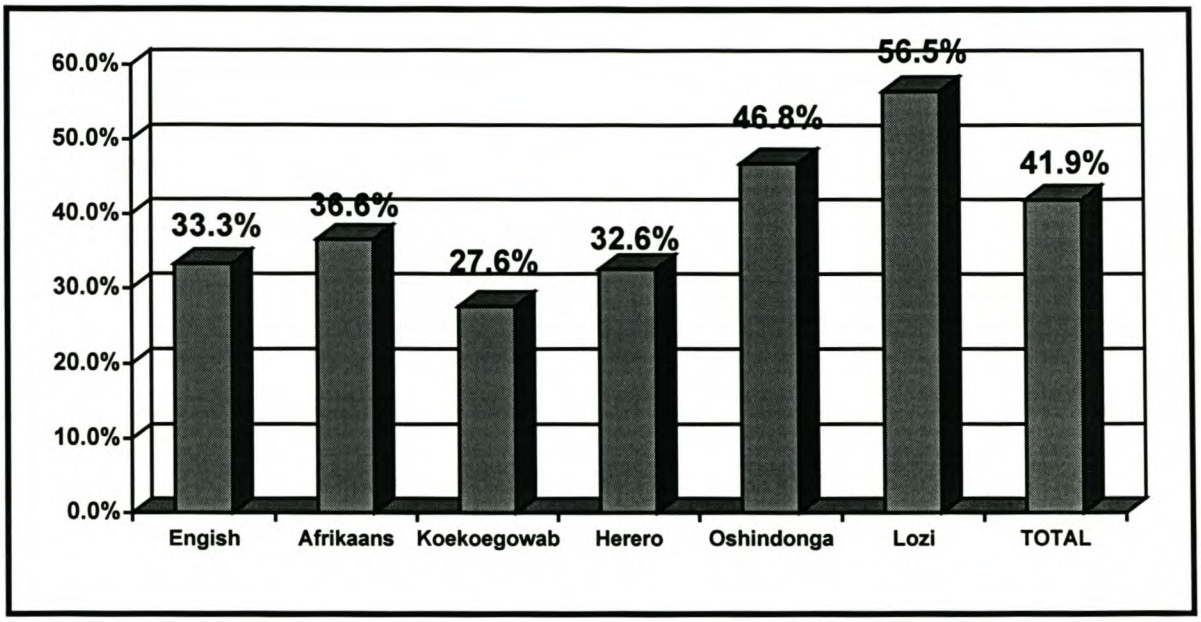
Mother tongue	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
English	4	13,3	6	20,0	7	23,3	9	30,0	4	13,3	30	100,0
Afrikaans	6	4,9	39	31,7	16	13,0	4	37,4	16	13,0	123	100,0
Khoekoegowab	1	2,1	12	25,5	11	23,4	21	44,7	2	4,3	47	100,0
Herero	3	7,0	11	25,6	10	23,3	14	32,6	5	11,6	43	100,0
Oshidonga	21	6,3	134	40,5	77	23,3	77	23,3	22	6,6	331	100,0
Lozi	5	21,7	8	34,8	6	26,1	3	13,0	1	4,3	23	100,0
TOTAL	**40**	**6,7**	**210**	**35,2**	**127**	**21,3**	**170**	**28,5**	**50**	**8,4**	**600**	**100.0**

Note: χ^2=44,63; df=20; p<0.01

Graphically the disagreement responses look as follows:

FIGURE 4.97

DISAGREEMENT ON WHETHER INCLUSION MAY BE OF GREATER SOCIAL BENEFIT BUT NOT ACADEMIC BENEFIT, BY MOTHER TONGUE



The picture was reversed in table 4.110 when significantly more Lozi speaking educators than those of other language groups agreed that including learners with special educational needs in the regular school provided them with opportunities for optimal educational development while table 4.111 showed that more English speaking educators compared to other language groups agreed that mixing with and working alongside learners with special educational needs contributed to the regular school learner's understanding of life's problems.

TABLE 4.110

WHETHER INCLUSION PROVIDES OPTIMAL EDUCATIONAL DEVELOPMENT, BY MOTHER TONGUE

Mother tongue	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
English	2	6,7	6	20,0	3	10,0	15	50,0	4	13,3	30	100,0
Afrikaans	11	8,9	24	19,5	19	15,4	51	41,5	18	14,6	123	100,0
Khoekoegowab	1	2,0	8	16,3	15	30,6	20	40,8	5	10,2	49	100,0
Herero	2	5,0	3	7,5	8	20,0	21	52,5	6	15,0	40	100,0
Oshidonga	4	1,2	44	13,2	52	15,6	173	51,8	61	18,3	334	100,0
Lozi	0	0,0	4	17,4	2	8,7	10	43,5	7	30,4	23	100,0
TOTAL	20	3,3	89	14,9	99	16,5	290	48,4	101	16,9	600	100.0

Note: χ^2=38,89; df=20; p<0.01

Graphically the agreement responses look as follows:

FIGURE 4.98

AGREEMENT ON WHETHER INCLUSION PROVIDES OPTIMAL EDUCATIONAL DEVELOPMENT, BY MOTHER TONGUE

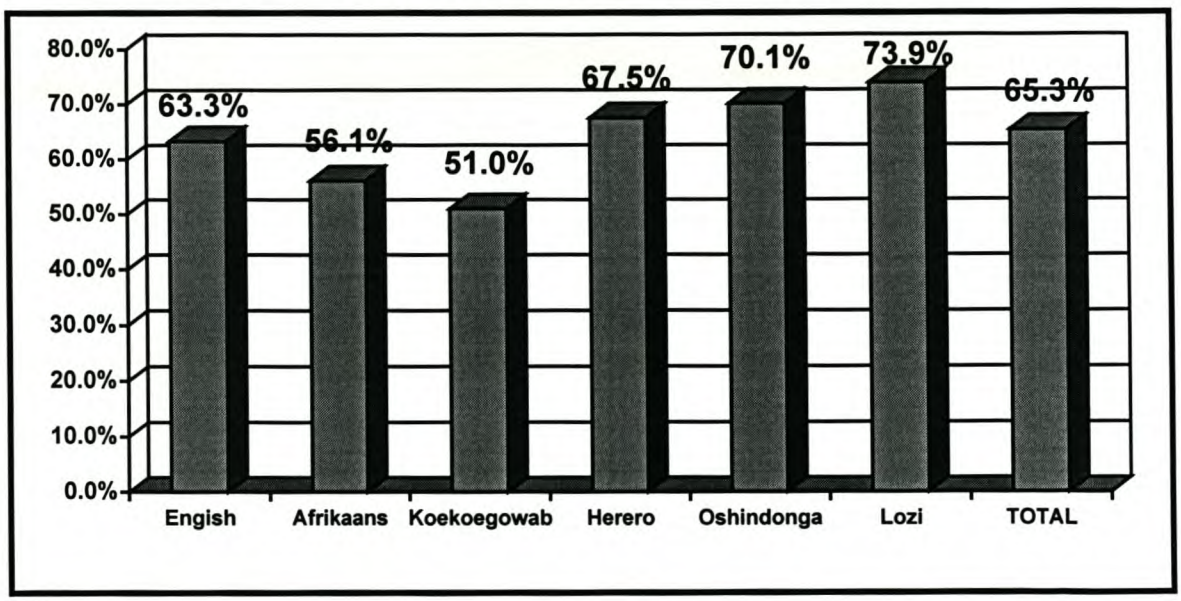


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TABLE 4.111

WHETHER SPECIAL NEEDS CONTRIBUTE TO REGULAR SCHOOL LEARNERS UNDERSTANDING OF LIFE'S PROBLEMS, BY MOTHER TONGUE

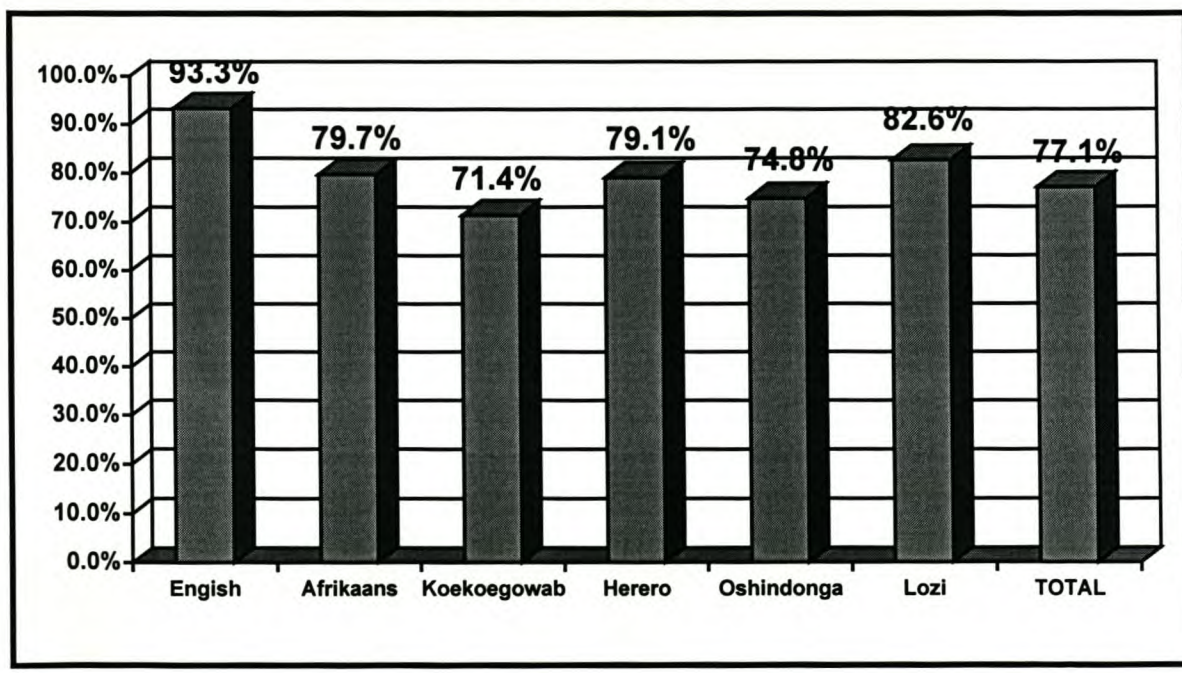
Mother tongue	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
English	0	0,0	1	3,3	1	3,3	19	63,3	9	30,0	30	100,0
Afrikaans	4	3,3	9	7,3	12	9,8	78	63,4	20	16,3	123	100,0
Khoekoegowab	3	6,1	7	14,3	4	8,2	27	55,1	8	16,3	49	100,0
Herero	0	0,0	4	9,3	5	11,6	22	51,2	12	27,9	43	100,0
Oshidonga	12	3,6	42	12,6	30	9,0	149	44,6	101	30,2	334	100,0
Lozi	0	0,0	2	8,7	2	8,7	6	26,1	13	56,5	23	100,0
TOTAL	19	3,2	65	10,8	54	9,0	301	50,0	163	27,1	602	100.0

Note: χ^2=37,21; df=20; p<0.01

Graphically the agreement responses look as follows:

FIGURE 4.99

AGREEMENT ON WHETHER SPECIAL NEEDS CONTRIBUTES TO REGULAR SCHOOL LEARNERS UNDERSTANDING OF LIFE'S PROBLEMS, BY MOTHER TONGUE



When analysed according to qualification, data in table 4.112 revealed that significantly more educators with degrees compared to educators with other qualifications agreed that mixing with and working alongside learners with special educational needs contributed to the regular school learners' understanding of life's problems. This picture was reversed in table 4.113 when more educators with teaching diplomas, degrees and certificates disagreed compared to educators with other qualifications that learners with special needs have no greater problems than most other learners.

TABLE 4.112

WHETHER SPECIAL NEEDS CONTRIBUTE TO REGULAR SCHOOL LEARNERS UNDERSTANDING OF LIFE'S PROBLEMS, BY HIGHEST QUALIFICATION

Highest qualification	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Degree + further	5	3,9	7	5,5	9	7,0	75	58,6	32	25,0	128	100,0
Degree	0	0,0	1	4,0	1	4,0	14	56,0	9	36,0	25	100,0
Teaching diploma + further	3	3,6	8	9,5	9	10,7	40	47,6	24	28,6	84	100,0
Teaching diploma	4	2,0	16	7,8	18	8,8	107	52,2	60	29,3	205	100,0
Certificate	7	4,4	32	20,0	17	10,6	66	41,3	38	23,8	160	100,0
TOTAL	19	3,2	64	10,6	54	9,0	302	50,2	163	27,1	602	100,0

Note: χ^2=30,68; df=16; p<0.05

Graphically the agreement responses look as follows:

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FIGURE 4.100

DISAGREEMENT ON WHETHER SPECIAL NEEDS CONTRIBUTE TO REGULAR SCHOOL LEARNERS UNDERSTANDING OF LIFE'S PROBLEMS, BY HIGHEST QUALIFICATION

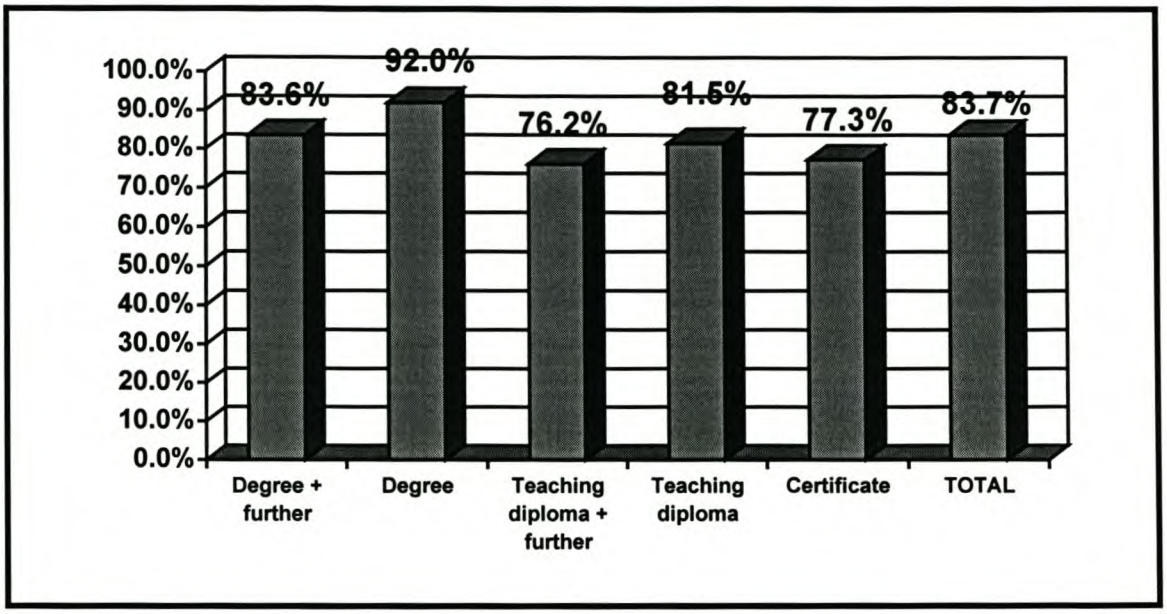


TABLE 4.113

WHETHER LEARNERS WITH SPECIAL NEEDS HAD NO GREATER SOCIAL PROBLEMS, BY HIGHEST QUALIFICATION

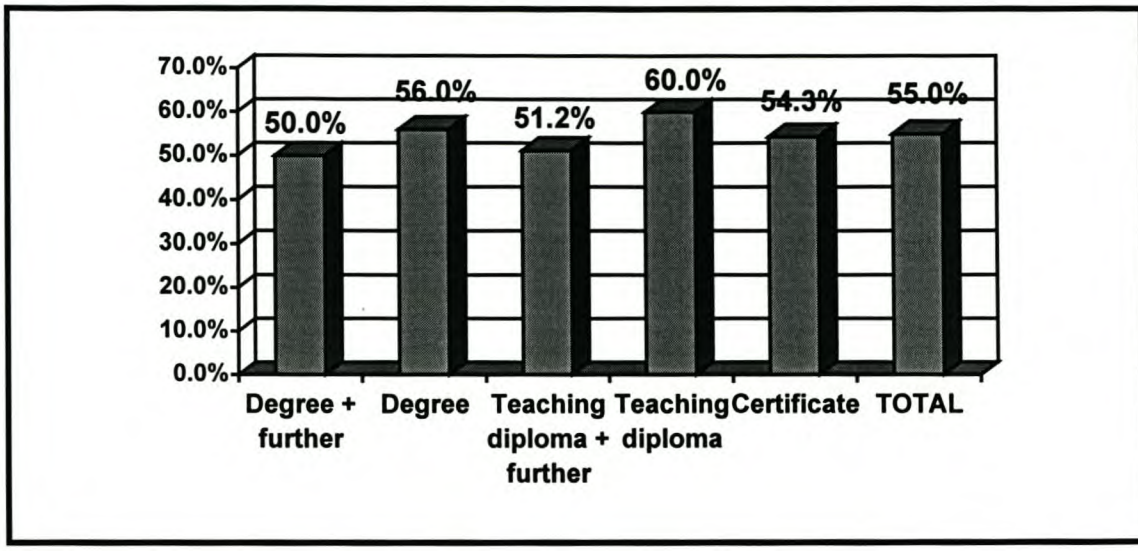
Highest qualification	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Degree + further	23	18,0	41	50,0	16	12,5	44	34,4	4	3,1	128	100,0
Degree	3	12,0	11	56,0	5	20,0	6	24,0	0	0,0	25	100,0
Teaching diploma + further	4	4,8	39	46,4	11	13,1	20	23,8	10	11,9	84	100,0
Teaching diploma	33	16,1	90	43,9	27	13,2	38	18,5	17	8,3	205	100,0
Certificate	21	12,8	68	41,5	17	10,4	44	26,8	14	8,5	164	100,0
TOTAL	84	13,9	249	41,1	76	12,5	152	25,1	45	7,4	606	100,0

Note: χ^2=28,88; df=16; p<0.05

Graphically the disagreement responses look as follows:

FIGURE 4.101

DISAGREEMENT ON WHETHER LEARNERS WITH SPECIAL NEEDS HAD NO GREATER SOCIAL PROBLEMS, BY HIGHEST QUALIFICATION



When the statement were analysed according tot training in special education, the data in table 4.114 revealed that significantly more educators with training in special education disagreed that the inclusion of learners with special educational needs lower the quality of education in schools.

TABLE 4.114

WHETHER INCLUSION OF LEARNERS WITH SPECIAL NEEDS LOWER THE QUALITY OF EDUCATION IN SCHOOL, BY TRAINING IN SPECIAL EDUCATION

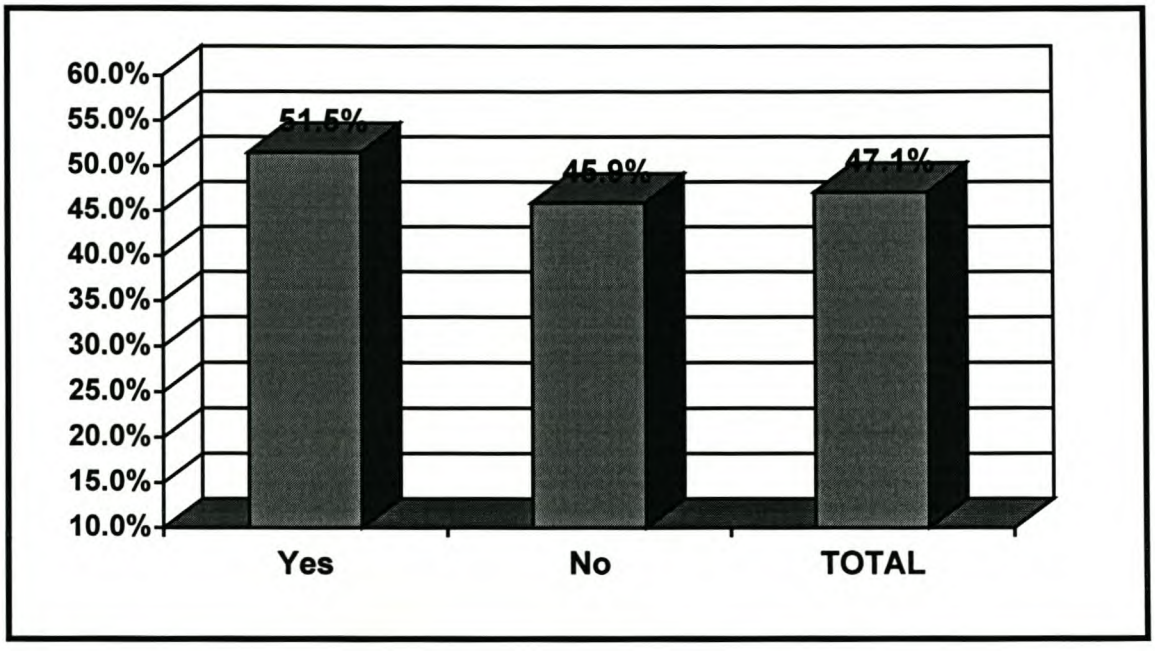
Training in special education	Extent of agreement or disagreement with statement											
	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	31	23,5	37	28,0	17	12,9	34	25,8	13	9,8	132	100,0
No	57	12,0	161	33,9	64	13,5	145	30,5	48	19,1	475	100,0
TOTAL	88	14,5	198	32,6	81	13,3	179	29,5	61	10,0	607	100,0

Note: χ^2=11,32; df=4; p<0.05

Graphically the disagreement responses look as follows:

FIGURE 4.102

DISAGREEMENT ON WHETHER INCLUSION OF LEARNERS WITH SPECIAL NEEDS LOWER THE QUALITY OF EDUCATION IN SCHOOL, BY TRAINING IN SPECIAL EDUCATION



4.5.4 Educators' preferred forms of schooling for learners with special needs in Namibia

Another question concerning inclusion inquired about the opinions of educators concerning the type of schooling that learners with six predetermined categories of disabilities should receive. Five educational options were provided from which respondents could choose. These five options included regular classroom, special class, special school, residential facility, and home or hospital. The definition of each of these five options, as well as examples, was verbally explained before the questionnaires were distributed. A brief written description of the six disability categories is included in the questionnaire, which can be found in Appendix A.

Table 4.115 depicts the average distribution for all informants on all six categories of disabling conditions.

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TABLE 4.115

DISTRIBUTION OF SCORES FOR EDUCATORS ON SCHOOL OPTIONS FOR LEARNERS WITH DISABILITIES

CATEGORY OF DISABILITY		Regular Classroom	Special Class	Special School	Residential Facility	Home or Hospital
Hearing	Severe	3.6	14.0	63.5	6.2	7.1
	Moderate	11.4	50.8	24.8	2.8	1.1
	Mild	57.5	19.3	7.5	2.1	4.1
Visual	Severe	6.0	12.2	61.2	7.6	5.5
	Moderate	13.3	45.3	25.5	3.9	2.6
	Mild	49.5	24.7	9.4	2.6	3.1
Intellectual	Severe	7.8	13.5	46.4	13.0	12.3
	Moderate	12.7	41.2	27.3	7.3	1.5
	Mild	43.5	26.9	13.6	2.4	2.3
Physical	Severe	10.7	9.7	29.7	14.3	26.9
	Moderate	21.1	25.3	30.5	11.5	2.9
	Mild	49.7	18.5	14.9	3.6	2.8
Conduct	Severe	12.0	15.4	31.2	17.2	14.3
	Moderate	19.6	29.7	28.6	8.6	2.9
	Mild	46.6	19.6	14.3	4.9	3.4
Learning	Severe	11.7	27.9	43.8	6.7	2.1
	Moderate	24.0	49.0	14.9	3.7	1.0
	Mild	58.6	18.3	9.6	1.9	2.6

The majority of respondents suggested one of three options for learners with disabilities, namely regular classroom, special class or special school. The educational option which received the most responses was "special school". As the level of disability increased, there was a marked decline in willingness to include a learner with either hearing impairment, visual impairment, intellectual impairment, physical impairment, conduct impairment or learning difficulties into a regular classroom. From the responses, one can see a kind of hierarchy of disabling conditions according to the preferences of the respondents. Learners

with mild disabilities were often deemed to be able to take part in regular classrooms; learners with severe disabilities were most often thought to require special schools, while learners with moderate disabilities were destined for special classes. However, this pattern changed with regard to learners who are moderately physically impaired. Significantly more respondents believed that learners who are moderately physically impaired should be placed in special schools compared to those who have selected regular classrooms and special classes as possible options for these learners. A very small portion of the respondents believed that learners with one of the six disabling conditions could be placed in a residential facility, home or hospital.

4.5.5 Qualitative analysis of the open-ended item

The questionnaire also included two open-ended questions, which gave the respondents the opportunity to raise issues not covered by the scales of the instrument. The data-analysis process involved the coding of the raw data and the construction of broad categories that captured the relevant characteristics of the content of the data.

4.5.5.1 Academical and/or social benefit

The first question posed to the participants in Section D of the questionnaire was whether learners with special educational needs would benefit academically and/or socially when included in the regular classroom. Table 4.116 illustrates that 482 (78.2%) of the sampled educators indicated that learners with special educational needs would benefit socially when included in the regular classroom. Seventy-three educators (11.9%) felt that learners with special educational needs would not benefit socially, while 53 (8.6%) were not sure. Table 4.117 shows that more educators felt that the academic area would be of most benefit for learners with special educational needs.

TABLE 4.116

WHETHER LEARNERS WITH SPECIAL EDUCATIONAL NEEDS WILL BENEFIT SOCIALLY WHEN INCLUDED IN REGULAR CLASSROOMS

BENEFIT SOCIALLY	N	%
Yes	482	78,2
No	73	11,9
Unsure	53	8,6
TOTAL	616	100,0

TABLE 4.117

WHETHER LEARNERS WITH SPECIAL EDUCATIONAL NEEDS WILL BENEFIT ACADEMICALLY WHEN INCLUDED IN REGULAR CLASSROOMS

BENEFIT ACADEMICALLY	N	%
Yes	262	42,5
No	256	41,6
Unsure	75	12,2
TOTAL	616	100,0

4.5.5.2 Additional comments regarding benefits and difficulties in inclusive education

With regard to the last open-ended item, aimed at presenting educators' views of the possible benefits and difficulties associated with inclusive practices the benefits and difficulties that educators reported were grouped into the following broad categories: the learner without special educational needs, the learner with special educational needs, the educator, and the classroom learning environment.

4.5.5.3 *The learner without special educational needs*

Despite the fact that educators were asked to report on the benefits and difficulties associated with the inclusion of learners with special educational needs, educators shared a strong belief that inclusion was both beneficial and detrimental for learners with and without special educational needs. Educators reported that including learners with special educational needs in the regular classroom teaches learners without special educational needs to be more accepting, tolerant, understanding and considerate of others' needs. Another benefit of inclusion that educators mentioned for learners without special educational needs, was that they would learn to help and protect learners with special educational needs. Educators furthermore reported that learners without special educational needs would benefit by learning to handle and communicate with learners with special educational needs. In addition, educators felt that learners without special educational needs would become more motivated and consequently their performance would improve.

A major difficulty highlighted for the regular class learners was that the learners in the system would be neglected, owing to the fact that the educator's time and effort would be consumed by the learners with special educational needs in the regular class. This was linked to a fear that the standards would drop as a result of the fact that educators would neglect the regular learners in order to accommodate the learners with special educational needs.

4.5.5.4 *The learner with special educational needs*

Educators shared a strong belief that inclusion was also beneficial for learners with special educational needs. They believed that learners with special educational needs would acquire academic and social skills through observing, modelling and interacting with more competent peers. The opportunity to socialise and join in and share with learners without special educational needs would help them to become more easily accepted. Learners with special

educational needs would learn to become more independent, self-reliant, and self-confident and would develop more appropriate behaviours the more time they spent in the regular classroom. Educators also mentioned that the self-esteem and self-worth of learners with special educational needs would be boosted and at the same time they would develop a sense of belonging when included in the regular classroom.

Educators were concerned about the fact that learners with special educational needs would need individual and special attention, which might not be possible in a regular classroom with a large class and that separate facilities can therefore be beneficial to those learners. The educators were also generally concerned about the emotional effects that inclusion would have on the learner with special educational needs. Within this category, many concerns were aired regarding emotional issues. Some of the most prevalent issues within this category were fears that learners with special educational needs might develop a very low self-esteem, lack self-confidence and have a low self-image as a result of repeated failures in the regular classrooms.

4.5.5.5 The educator

Educators expressed positive as well as negative feelings regarding the effects of inclusive education on them personally. They believed that this practice would lead to an improvement of both their teaching and their management skills. They also felt that it would lead to a better understanding of learners with special educational needs. In addition, educators indicated that this practice would contribute to an increased satisfaction with their work. Others reported negative feelings about the effects of inclusive education on them. Feelings of anxiety, uncertainty, helplessness and frustration were recorded. It seemed that most of the concerns were that under conditions of overcrowding, the educators would not be able to give the learners with special educational needs the individual attention which they required. Another concern expressed by educators was that they did not have the time to devote to learners with special educational needs.

A further area of concern is that educators expressed the view that expectations regarding them were too high and unfair. This consequently led to more pressure on the already overburdened educators. Educators also raised several concerns about their own personal efficacy and knowledge base if they were to be involved in inclusive education. Educators believed that they were inadequately prepared to cope with the additional needs of a learner with special educational needs. The lack of what was termed "adequate pre-service training" for regular class educators was a significant issue for many educators. Most educators perceived that they had little or no special education training. Similar concerns were raised with regard to in-service training for educators. Respondents indicated that those educators without knowledge of special needs education should receive in-service training.

4.5.5.6 Classroom learning environment

Analysis of educators' responses under the rubric of learning environment indicated five major categories of concerns by educators regarding inclusive education, namely policy, curriculum, financial and other resources, class size and support. Educators indicated that a policy of inclusive education could be beneficial in Namibia since it would be cost-effective and also help to cater for thousands of learners who cannot be accommodated in the limited number of special schools. They further mentioned that such a policy would help to achieve the goal of equal education in Namibia. In addition, educators felt that parents would be less ashamed of their children with special educational needs if such a policy were introduced.

The difficulties that arise for the learning environment revolved around the need for educators to adapt and adjust their teaching styles, teaching methods and the curriculum when they include learners with special educational needs. In addition, some educators felt that the curriculum might not be completed in time. For learners with special educational needs, access can also be a major difficulty. Educators reported a need for additional resources, equipment and

materials for learners with special educational needs. They indicated concern regarding providing ramps, appropriate furniture, and modifications to facilities such as toilets. Learners with physical impairments frequently have difficulty in managing stairs and this is a major problem in Namibian schools. Educators also expressed the need for a separate budget for special education.

Another issue that seemed to bear some importance for the participants was the large class sizes and the fact that they felt that schools were understaffed. They generally felt that they could barely cope with the normal day-to-day problems in these large classes. A further concern was that learners with special educational needs demanded much more attention than learners without special educational needs.

A final issue raised by educators was the need for cooperation between regular educators and remedial/assistant educators. They believed that the success of inclusive education requires concerted efforts and support for educators from specialised personnel.

4.6 SUMMARY

This chapter provided a descriptive summary and an analysis of the results of the survey conducted in order to determine the educators' views towards inclusive education, the relationship between biographic variables as well as educators' preferred forms of schooling for learners with special educational needs. The learning outcomes of inclusive education for learners with special educational needs were also considered.

In the next chapter these findings will be discussed in depth.

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CHAPTER 5

DISCUSSION AND IMPLICATIONS OF RESULTS

5.1 INTRODUCTION

The driving motivation behind this research study was the belief that the effectiveness of any programme or policy is dependent on the views and attitudes of the individuals involved in the implementation of such a programme or policy. Individuals will only invest their effort depending on how much they like such a programme or policy and whether it will have a positive outcome.

The thesis was driven by the attempt to clearly and logically clarify the issue under review. It soon became clear that there was ample medical, personal and literature evidence to assist in explaining why this research was necessary. The research was therefore guided by the following three questions:

- What is the international situation regarding education for learners with special educational needs and what key roles do educators play in recent developments?

- What is the situation in Namibia regarding inclusive education and what are the practical implications of the possible implementation of inclusive education in Namibia?

- What are educators' views towards inclusive education in Namibia with regard to the following issues:
  * funding;
  * curriculum;

* teacher education;
* support services;
* parent involvement;
* competence;
* who should be included; and
* academic and social development?

Answers to the first two questions have been given in chapters two and three respectively. An attempt was made in the preceding chapter to analyze and report the results of the collected data. The objective of this chapter is to interpret the results of the empirical study and examine the possible implications for the implementation of inclusive education in Namibia. The interpretation of the results will be done in the order in which they were presented in the preceding chapter.

5.2 DISCUSSION OF THE RESULTS

5.2.1 The views of educators towards inclusive education

Answers to this question were obtained from educators' responses to 39 statements. These statements covered several issues relevant to realizing an inclusive school. These include funding, curriculum, teacher education, support services, parents, competence, who should be included, and academic and social development. The findings of this study have provided some evidence that Namibian educators indeed held a variety of views towards inclusive education. The present data lends support to the findings reported by other researchers in regard to the views of educators towards inclusive education (Antonak, 1982; Antonak and Livneh, 1988; Beckwith and Matthews, 1995; Engelbrecht, Eloff and Newmark, 1991; Gold, 1980; Hayes and Gunn, 1988; Hegarty, 1994; Jones and Gustin, 1984; O'Reilly and Duquette, 1988; Petty and Sadler, 1996; Pittock and Potts, 1988; Shechtman and Or, 1996; Steyn, 1993; and Vlachou and Barton, 1994). In most of these publications one or more aspects considered relevant to

realizing an inclusive school are put forward.

5.2.1.1 Views towards funding

As discussed in chapter two, effective and efficient funding is for inclusion, as an important means in supporting the move towards inclusive education. The majority of educators who were involved in this study expressed the belief that the way resources are currently allocated obstructs inclusive education. This finding was contrary to the view that the Namibian Government is allocating the biggest share of its annual budget to education (MEC, 1993). The most direct implication of this finding could be that funds are not allocated in line with an explicit inclusionary policy. There is thus a need for educational authorities in Namibia to rethink where resources are to be placed and how they are to be allocated.

If resources are targeted at specific learners, the responsibility of the school and classroom educators might be directed to individual learners instead of improving teaching practices to benefit all learners. This may further create an incentive to increase the number of learners officially identified as having special needs. With regard to age, data showed significantly more educators in the age group 20 – 25 compared to other age groups agreed that the way resources are currently allocated obstructs inclusive education. It could be that younger educators have had some training in special needs education and as such have a better understanding of the specific resources needed and resultant financial implications for inclusive schools.

When analyzed according to qualification, the data showed that significantly more educators with training in special education agreed that the way resources are currently allocated restricts inclusive education. Educators are the most powerful resource that can be deployed in any education system, especially where material resources are scarce. The deduction that could be made is that more educators with training in special education are overworked, since the

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majority of educators in Namibian schools have not been trained in special needs education

More than half of the respondents felt that special school provision is more costly than provision in inclusive settings but on the other hand, most of the educators indicated that it is not financially feasible to teach learners who are gifted, normal and mentally challenged in the same class. This again suggests that regular schools do not have the necessary resources, either human or material, to cater for learners with various special educational needs in regular schools. The message is clear that funds should be allocated where they are needed and that more funds should be available to train educators in the field of special needs education.

The data showed that more primary school educators than educators in combined and secondary schools, disagreed that it is feasible to educate learners who are gifted, learners who are normal and those who are mentally challenged, in the same class. The deduction that could be made is that more primary school educators are currently working with learners with special educational needs in Namibian regular schools and have therefore experienced that it was not financially feasible to educate learners who are gifted, learners who are normal and those who are mentally challenged, in the same class. A possible answer could be to provide more financial support to primary school educators since earlier intervention is crucial in the field of special needs education.

Regional data showed that more educators from Windhoek and Khorixas than those from and Keetmanshoop, Ondangwa-East, and Ondangwa-West believed that it is not financially feasible to teach learners who are gifted, normal and mentally challenged in the same class. Research done by the Ministry of Education has shown that the educators working in the Khorixas and Windhoek regions are some of the best qualified educators in the country (MEC, 1999). The message that could be communicated here is that educators teaching in these regions have a more realistic understanding of the needs of learners with

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special needs education and as such require additional funding to meet the needs of all learners in their respective classrooms.

Significantly more older educators felt that it is not financially feasible to educate learners who are gifted, normal and mentally challenged, in the same class. The message here could be that older educators have never undergone training in special needs education and as a result are not ready as human resources to take up the challenge of inclusive education. Older educators also have not been trained in a learner-centred method of educating learners. Funds are thus needed in order to upgrade older educators through in-service training.

The data further revealed that more Afrikaans and Herero speaking educators are of the opinion that it is not financially feasible to teach learners who are gifted, normal and mentally challenged, in the same class. The deduction that could be made is that more Afrikaans and Herero educators are trained in special needs education and as such have a good understanding of the requirements for educating learners with diverse needs. The data further showed that more educators with no training in special education believed that it was not financially feasible to educate learners who are gifted, normal and mentally challenged, in the same class. The message here could be that educators with no training in special education might feel ill-equiped to work with learners with various special needs. Funding should therefore be provided to upgrade these educators through in-service and pre-service training.

5.2.1.2 Views towards the curriculum, teaching techniques and materials

As discussed in chapter two functional inclusion of learners with special educational needs into the regular classroom will not be achieved without a broad and balanced curriculum. The results indicated that the vast majority of educators were of the opinion that the educational curricula need to be changed to give all learners a chance to succeed. The physical presence of learners is

not a guarantee of their involvement in the learning activities in a school. This is especially true with regard to the curriculum being followed in that school. When some learners are seen as studying a different curriculum from others, certain messages are sent about their status in school as well as their status as learners and people in society. The deduction that could be made is that Namibian educators are of the opinion that changes need to be made in the curriculum of regular schools before learners with special educational needs can be included in such schools.

The data furthermore revealed that more educators from Keetmanshoop, Ondangwa-East and Ondangwa-West are of the opinion that educational curricula need to be changed to give all learners a chance to succeed. A possible deduction could be that the majority of learners with special education needs are being catered for in schools, which also happen to be formerly disadvantaged schools, in these regions. Curricula as such need to be adapted in such a way that problems concerning diversity addressed and overcome, and barriers preventing learning and development are removed. Upon further analysis, the data showed that more Afrikaans, Khoekoegowab, Herero, Oshidonga and Lozi speaking educators were of the opinion that educational curricula need to be changed to give all learners a chance to succeed. This could mean that the majority of educators who are currently dealing with learners with special education needs in regular schools are either Afrikaans, Khoekoegowab, Herero, Oshidonga and Lozi speaking and thus desire a change in the curriculum in order to cater more effectively for learners with diverse needs.

The data also revealed that more educators with no training in special education felt the need for educational curricula to be changed to give all learners a chance to succeed. This could imply that educators with no training in special education might hope that a change in curriculum will make their task easier when working with learners with special educational needs. Research evidence (Schultz, 1982) has shown that a lack of expertise in being able to plan effectively for inclusion in the areas of curriculum has been found to be a dilemma for educators.

The data also revealed that a large percentage of educators indicated that most educators will welcome any new curriculum that will meet the needs of all learners (i.e. learners with and learners without special educational needs). This could mean that Namibian educators are in fact willing to accept curriculum changes in their respective schools that will help them to accommodate learners with and without special educational needs. It appears that educators are currently following the same curriculum for learners with and without special educational needs in regular schools. The implementation of a new curriculum which caters for diverse needs could be the answer to many educators' curriculum problems.

The overwhelming majority of educators believed that curricular content should enable learners to develop and not only acquire knowledge through formal instruction. This finding is consistent with those reached by other investigators (Lipsky and Gartner, 1996b; Schaffner and Buswell, 1996; Scruggs and Mastropieri, 1994). All these studies showed that successful inclusion involved the meaningful participation of learners with disabilities in social and academic activities within the general education classroom. The results showed that more educators from primary schools agreed that curricular content should enable learners to develop holistically and not only acquire knowledge through formal instructions.

With respect to qualification the results showed that more educators with degrees, degrees and further qualifications, and teaching diplomas and further qualifications agreed that curricular content should enable learners to develop and not only acquire knowledge through formal instruction. This implies that the more highly qualified educators are in Namibian schools, the more they expressed the need for learners to be educated as a whole and not just to acquire academic knowledge.

The results further revealed that more than 50% of the educators believed that inclusion of learners with special educational needs into the regular classroom life can only be achieved through changes in the curriculum. This finding is

consistent with those reached by other researchers (Thomas, Walker and Webb; 1998). They showed that successful inclusion of learners with special educational needs into regular classroom life can only be achieved with modifications being made to the curriculum. This inevitably means the creation of new teaching skills and resources for the learners concerned. For the Namibian schools this could mean the need for many changes within classrooms.

The data also revealed that the majority of educators expressed the belief that teaching techniques, rather than subject matter, cause learners to perform poorly at school. This finding is also contrary to the Namibian policy of education which advocates a learner-centred teaching approach in which both techniques and subject matter are of crucial importance in the learning and development of the learners.

The results further revealed that the majority of educators expressed the belief that if learners with special educational needs are included, educators could adapt regular teaching materials to make them suitable for these learners. This finding could express the willingness of Namibian educators teaching in regular schools to make changes in regular schools in order to be able to include learners with special educational needs. The data also revealed that more educators from Keetmanshoop, Khorixas, Ondangwa-East, and Ondangwa-West felt that if learners with special educational needs are included, educators could adapt regular teaching materials to make them suitable for these learners. A possible deduction could be that educators teaching in these regions are already facing the challenge of adapting their teaching materials. The largest portion of learners with special needs are found in these regions, where only a few special schools are available.

Significantly more Afrikaans, Khoekoegowab, Herero, Oshindonga and Lozi speaking educators were of the opinion that if learners with special educational needs are included, educators could adapt regular teaching materials to make them more suitable for these learners. The message that is communicated here

could be that more Afrikaans, Khoekoegowab, Herero, Oshindonga and Lozi speaking educators are teaching in the formerly disadvantaged schools and that they have mastered some adaptation skills on how to handle the learners with special educational needs in their classrooms.

More than half of the educators felt that learners with special educational needs would need to be separated for most learning activities in the inclusive class. This finding is contrary to the view of educators expressed earlier that learners with special educational needs should be included in regular schools. This finding is, however, consistent with research by Bowman (1986); Pastor and Jimene, (1994), who noted that while educators agree theoretically on the idea of school integration, they hold a negative view towards implementation.

The data furthermore revealed that more educators from primary schools than combined and secondary schools expressed the belief that learners with special educational needs would need to be separated for most learning activities in the inclusive class. The deduction that could be made from this is that primary school educators have a greater teaching load than educators teaching in other schools. Consistent with earlier findings, it could also imply that most of these educators have not been trained to educate learners with special educational needs. When the regional category was analysed, it was found that significantly more educators from Khorixas than other regions expressed the view that learners with special educational needs would need to be separated for most learning activities in the school. Consistent with earlier findings, it implies that educators in this region have a very clear understanding of what is best for learners with special educational needs, especially in a country like Namibia where the majority of educators are not trained in special needs education. It does not make any sense to include learners in schools where educators are not trained to do the job.

The data also revealed that more older educators indicated that learners with special educational needs would need to be separated for most learning activities in the inclusive class. The deduction that could be made is that older educators

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are overworked and have no additional time to give individualized attention to learners with special educational needs. Another deduction that could be made is that most of these older educators have never been trained to teach learners with special educational needs.

The data furthermore revealed that more educators with teaching experience of six years and more agreed with the statement that learners with special educational needs would need to be separated for most learning activities in the inclusive class than educators with five years of teaching experience or less. The deduction could be made that more experienced educators have not been trained in the area of special needs education owing to a lack of special needs content in the pre-service training programmes during their initial training. The teachers thus might feel ill-prepared to work effectively with learners with special educational needs. Again a possible solution could be to provide in-service training in the area of special needs education for these educators.

The data also seemed to show that significantly more educators with no training in special education expressed the feeling that learners with special educational needs would need to be separated for most learning activities in the inclusive class. The message that could be communicated here is that since educators are not trained in special needs education they obviously find it extremely difficult to accommodate learners with special educational needs in their classrooms.

The study revealed that an overwhelming majority of educators disagreed that teaching learners with special educational needs as well as learners without special educational needs in the same class need not affect the teaching methods used by the educator. This finding is supported by Hegarty (1993), who noted that the curriculum for learners with and without special educational needs should be sufficiently differentiated to allow for differences in learners' abilities and situations. Educators teaching learners by using the same method for learners with and without special educational needs will not be able to bring about the differentiation suggested by Hegarthy.

The data furthermore revealed that more than 60% of the educators disagreed that it is actually better for learners with special needs if their educator treats them as being different. The assumption that could be made is that the majority of Namibian educators do not want learners with special educational needs to be treated differently in regular schools.

5.2.1.3 Views towards teacher education

Almost all of the respondents in this study believed that in order for inclusion to succeed, educators must receive in-service training in educating learners with special educational needs. Educators working in a school system need to be trained to support educational restructuring. School reform will not take place without a corresponding reform in training. The question remains, however, whether in-service or pre-service training should be provided. Consistent with the present finding is the research elsewhere which has shown that school-based training creates conditions in school which would facilitate inclusion and thus prepare educators to work in favourable pedagogical environments. Furthermore this form of training builds on the expertise of educators in solving actual problems on the ground (UNESCO, 1999).

The data revealed that more classroom educators, subject heads, heads of departments and deputy principals compared to principals were of the opinion that in order for inclusion to succeed, educators must receive in-service training in educating learners with special educational needs. This could mean that the majority of educators are not able to leave the school to go for pre-service education at a college or university and therefore prefer in-service training in order to equip themselves better to work with learners with special educational needs.

A major portion of the respondents in this study expressed the belief that all educators should be trained to teach learners with various special educational needs. This finding is supported by Stephens and Braun (1980) and Trent

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(1989) who noted that educators would be more willing to accept learners with special educational needs if they receive training in special education. Data showed that significantly more educators from primary and combined schools compared to those from secondary schools agreed that all educators should be trained to educate learners with various special educational needs. Earlier results have shown that the majority of these educators in primary and combined schools are working with learners with special educational needs. These educators therefore have a need to upgrade themselves in order to better educate learners with special educational needs.

Upon further scrutiny, the data showed, consistent with earlier findings, that more older educators believed that all educators should be trained to teach learners with various special educational needs. The deduction could be made that educators with degrees plus further qualifications, teaching diplomas plus further qualifications, teaching diplomas and certificates, might have had some training in special needs education and thus have an understanding of the requirements to work with learners with special educational needs.

More than half of the respondents expressed the belief that pre-service educator training adequately equips educators to deal with diverse educational needs in the classroom. This could mean that educators graduating from colleges and the University of Namibia are receiving some training in special needs education. The fact that only just more than half of these educators responded in a positive way, could lead one to question whether this training is sufficient or whether there is a need for improvement in this area. The data also communicated the message that significantly more educators from Ondangwa-East, Ondangwa-West, Khorixas and Keetmanshoop, compared to Windhoek educational region were of the opinion that pre-service educator training adequately equips educators to deal with diverse educational needs. This could imply that educators in schools from Ondangwa-East, Ondangwa-West, Khorixas, and Keetmanshoop regard pre-service training as the most effective way of upgrading educators to educate learners with special educational needs.

The data further revealed that significantly more male than female educators agreed that pre-service educator training adequately equips educators to deal with diverse educational needs. A possible deduction could be that male educators do not regard in-service training as amply efficient in preparing educators to work with learners with diverse needs.

The data also revealed that more educators with degrees and certificates compared to educators with other qualifications agreed that pre-service training adequately equips educators to deal with diverse needs. The message communicated here could be that educators with degrees and certificates regard pre-service training as the most effective way to acquire the necessary skills in special needs education.

5.2.1.4 Views towards support services

The overwhelming majority of respondents in this study expressed the belief that learners with special educational needs will receive the special attention that they need only if they are placed in classes of about 15 learners or fewer. Parallelling this finding, are findings from research conducted by UNESCO (1999) which indicates that school support to facilitate inclusion should take the form of smaller class sizes and the reduction of educator:learner ratios. The data furthermore communicate the message that significantly more educators in primary schools were of the opinion that learners with special educational needs will receive the special attention that they need only if they are placed in classes of about 15 learners or fewer. The deduction could be that primary school educators have more teaching responsibilities compared to educators in secondary and combined schools. Another deduction could be that they have large classes and thus expressed the need for smaller classes in order to do justice to those learners with special educational needs.

The data also revealed that the largest majority of educators expressed the belief that co-teaching with a remedial educator would improve the quality of inclusive

teaching. This finding is supported by Stakes and Hornby (1996) who noted that when staff work cooperatively with other colleagues and ancillaries such as educator aides, classroom assistants and special needs assistants, it can have a considerable bearing on the rate of development and the successful inclusion of learners for whom it is provided.

The data seemed to show that more subject heads agreed that co-teaching with a remedial educator will improve the quality of inclusive teaching. This could mean that subject heads who are mostly in control of the classroom educators see co-teaching as the best possible way to make inclusive education a success in regular schools.

More than half of the educators indicated that computers could be a useful teaching aid in making successful regular classes which include learners with special educational needs. The data communicated the message that apart from the support in the form of knowledge, advice and the deployment of expertise, educators may need additional support. This support may extend to the provision of specific resources, for example a learning aid or a computer. This can be provided directly to learners or it can be given to educators in the hope that learners will benefit directly.

The data furthermore revealed that more educators in secondary school believed that computers could be a useful teaching aid in making successful regular classes which include learners with special educational needs. The deduction could be made that learners in secondary schools are in a beter position to use computers effectively compared to learners in primary and combined schools.

The data also showed that more educators from Windhoek, Keetmanshoop and Khorixas than other regions felt that computers could be a useful teaching aid in making successful regular classes which include learners with special educational needs. The message that could be communicated here is that the majority of educators teaching in these two regions do not feel competent in their teaching and as such require additional aides to help them improve their

teaching.

When age was analyzed, it appeared that significantly more older than younger educators expressed the belief that computers could be a useful teaching aid in making successful regular classes which include learners with special educational needs. The deduction which could be made is that older educators lack expertise, knowledge and advice on how to handle learners with special educational needs. The introduction of computers might be able to reduce the problem that older educators face.

The data also revealed that more English and Afrikaans speaking educators were of the opinion that computers could be a useful teaching aid in making successful regular classes which include learners with special educational needs. A possible deduction could be that most English and Afrikaans speaking educators might have some training in computers and therefore see it as a viable tool in assisting learners with special educational needs.

With respect to qualification, significantly more educators with a degree plus a further qualification and a teaching diploma compared to educators with other qualifications agreed that computers could be useful teaching aids in making successful regular classes which include learners with special educational needs. The message that is communicated here is that educators with further qualifications might have some expertise in working with computers and as such realized the role computers could play in the education of learners with special educational needs.

A major portion of the educators in the study expressed the view that the backup help from specialist educators is an essential factor for successful inclusion. This could imply that educators in regular schools do not see themselves as skilled and competent enough to take up the challenge of teaching learners with diverse needs. Assistance from specialist educators is thus required in order to address this need. The data further revealed that more educators in secondary schools agreed that the backup help from specialist educators is an essential factor for

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successful inclusion. This could mean that educators in secondary schools need additional support in order to be able to face the challenge of educating learners with special educational needs. Specialist educators could offer useful insights and practical suggestions to educators on how to deal with learners with diverse educational needs.

Regional data showed that more educators from Windhoek, Keetmanshoop and Khorixas than from other regions were of the opinion that the backup help from specialist educators is an essential factor for successful inclusion. The deduction that could be made is that more educators teaching in these regions have a proper understanding of the role that a specialist educator can play in the education of learners with special educational needs and as such welcome the presence of such an educator in order to be able to better serve learners with special educational needs.

When mother tongue was analyzed, it was evident that more English, Afrikaans, Khoekoegowab, Herero and Lozi speaking educators felt that the backup help from specialist educators is an essential factor for successful inclusion. This could mean that English, Afrikaans, Khoekoegowab, Herero and Lozi speaking educators do not see specialist educators as a threat in their classrooms, but realized the role these educators can play in helping them to become more effective in the education of learners with special educational needs.

The data also revealed that more educators with a degree plus further qualification, a degree, a teaching diploma plus further qualifications and a diploma compared to educators with certificates agreed that the backup help from specialist educators is an essential factor for successful inclusion. The deduction that could be made is that educators who are more highly qualified are more willing to work with specialist educators who could support them in their education of learners with special educational needs. Another deduction could be that these educators clearly understand the role specialist educators can play when educating learners with special educational needs.

When analyzed according to average learners, the data revealed that educators with fewer than 20 learners in their classes, more than other categories of class sizes, expressed the view that the backup help from specialist educators is an essential factor for successful inclusion. This finding was rather ironically since one would expect that educators with larger classes would want the support of a specialist educator more. This could further imply that educators with smaller classes have a better understanding of the support needed for learners with special educational needs.

The majority of educators in the study believed that the learner with special educational needs requires more protection than other learners from problems arising in a large primary school. It is a tendency among most primary school learners to bully, tease or even reject learners with special educational needs. Educators teaching in these schools therefore need to prepare regular learners psychologically in order to accommodate and support these learners with special educational needs. Some of these learners may be studying at a different level of difficulty and/or a different pace, or may even require special materials. Some will be demonstrating what they know in written form, while others may only present it orally. Some may even need help in structuring their study and timetable. It is thus imperative that educators should be observant in order to detect situations where learners with special educational needs might require assistance and protection.

The results also seemed to showed that more Afrikaans, Herero, Oshidonga and Lozi speaking educators compared to English and Khoekoegowab speaking ones were of the opinion that the learner with special educational needs needs more protection than other learners from problems arising in a large primary school. The message here could be that Afrikaans, Herero, Oshidonga and Lozi speaking educators are more often exposed to problems arising from learners with diverse needs in primary schools and as such are aware of the difficulties that these learners face in regular primary schools.

The data also communicate the message that significantly more educators with

degrees, certificates and teaching diplomas expressed the belief that the learner with special educational needs needs more protection than other learners from problems arising in a large primary school. The message that could be communicated here is that the majority of learners with special educational needs are being taught by educators who have degrees, diplomas and certificates. A further message could be that since these educators have been working with learners with special educational needs they are in a better position to identify the problems and needs of these learners. A possible solution to address the needs of learners in primary schools is to empower educators with the necessary skills, knowledge and advice to make sure that these learners are not lagging behind or even being pushed out of the system.

5.2.1.5 Views towards parent involvement

The majority of educators disagreed that inclusive education should go ahead even if parents are against such a movement. The message here could be that educators, in fact, want parents to be part and parcel of the whole process of inclusive education and decision-making. Parents are a crucial component of educational change. It is thus very important to speed up their understanding in order to ensure positive communication between home and school. The data also communicated the message that significantly more male educators than female educators disagreed that inclusive education should go ahead even if parents are against such a movement. This could imply that male educators are more considerate of other stakeholders when it comes to decision-making about issues in inclusive education compared to female educators or maybe they are in the leadership positions.

An overwhelming majority of the respondents were in agreement with the statement "I would like my own child to mix with and be friends with learners with special educational needs in school." A possible deduction could be that educators are willing to accommodate learners with special educational needs and that they have no objection if their children mix with children with special

educational needs. The data also revealed that more educators with training in special education than those without training in special education agreed that they would like their own children to mix with and be friends with learners with special educational needs in school.

5.2.1.6 Views towards competence

Consistent with educators' views towards the need for teacher training, more than 60% of the educators were of the opinion that teaching learners with special educational needs is too difficult for the regular educator to deal with and that additional training is needed. This finding is supported by Hoover (1994) who noted that many educators feel that they are not equipped to deal with learners with special educational needs. This could imply that there is an urgent need for regular school educators to be empowered with knowledge and skills that will assist them to teach learners with special educational needs.

When analyzed according to region, data revealed that significantly more educators from Khorixas region compared to other regions agreed that educating learners with special educational needs is too difficult for the regular educator to deal with. This could mean that educators from Khorixas region have a clear understanding about the knowledge and skills educators need to educate learners with special educational needs. They thus realized that in Namibia, where the majority of educators are not trained in special needs education, it would be an extremely difficult task to educate learners with special educational needs.

With regard to mother tongue, significantly more Herero, Afrikaans, Khoekoegowab, Oshidonga and Lozi speaking educators than English speaking educators, expressed the belief that teaching learners with special educational needs is too difficult for the regular educators to deal with. The message could be that these educators feel incompetent to work with the learners with special educational needs. A possible solution, as was suggested earlier, could be to

retrain these educators in the area of special needs education.

The results furthermore indicated that the majority of educators disagreed that educators do not need specialized training to meet the educational needs of learners with special educational needs. Research elsewhere has shown that educators would be more willing to accept learners with special educational needs if they received training in special education (Stephens and Braun, 1980; Trent, 1989). The message that is communicated by these results is that educators want specialized training in special education in order to be more effective in dealing with learners with diverse needs.

When analyzed according to qualification, it was clear that significantly more educators with teaching diplomas, and teaching diplomas plus further qualification disagreed than educators with other qualifications that educators do not need specialized training to meet the needs of all learners with special educational needs. This could indicate that educators with teaching diplomas, and teaching diplomas plus further qualifications, have a better understanding of the requirements for learners with special educational needs.

Forty-one percent of the educators agreed with the statement "I will be able to teach learners with special educational needs as well as learners without special educational needs." The percentage difference between those who disagree and those who agree, clearly indicates that a large percentage of Namibian educators in fact need training in special needs education in order to deal with learners with special educational needs.

The data indicated that more than 70% of the educators expressed the belief that the practice of including learners with special educational needs in the regular classroom places too much pressure on educators. This could mean that educators experience many difficulties when dealing with learners with special educational needs in the regular classroom. A further deduction could be that they lack the necessary skills and experience on how to work with learners with special educational needs. This is consistent with findings reported earlier.

When analyzed according to teaching level, significantly more educators in primary and combined schools than in secondary schools were of the opinion that the practice of including learners with special educational needs in the regular classroom places too much pressure on educators. This could imply that the educators educating in primary schools have learners with diverse needs, and as a result of their lack of training in special needs education, have not yet mastered skills on how to educate learners with special educational needs. This could further result in a great deal of pressure on these educators. A possible solution is to provide these educators with in-service training on special needs education.

Regional data showed that significantly more educators from Windhoek and Khorixas believed that the practice of including learners with special educational needs in the regular classroom places too much pressure on educators. The deduction that could be made is that educators in these two regions have some understanding of the problems that educators can face if they are not trained in the area of special needs education. The data also revealed that more female than male educators were of the opinion that the practice of including learners with special educational needs in the regular classroom places too much pressure on educators. The message that is communicated could be that female educators may have many other responsibilities to attend to and as a result may feel pressured when they have to educate learners with special educational needs, in addition to their multiple roles. Consistent with earlier results it could be that most female educators are not trained to work with learners with special educational needs and as a result may feel pressured and frustrated at not having the required knowledge and skills to educate learners with special educational needs.

The results furthermore revealed that more than half of the educators were in agreement with the statement, "I enjoy the challenge of teaching learners with diverse needs." Deduced from this orientation is the possibility that Namibian educators are in fact willing to teach learners with diverse needs. The question, however, still remains whether these educators are adequately prepared to do

what is expected of them when teaching learners with diverse needs. When analyzed according to region, the data revealed that significantly more educators from Khorixas and Keetmanshoop agreed that they enjoy the challenge of teaching learners with diverse needs compared to other educational regions. This could mean that educators educating in these regions are more motivated to work with learners with diverse needs.

Fifty-five percent of the educators disagreed with the statement "I would rather get on with my job and not have the additional problems introduced by the inclusion of learners with special educational needs." Again this could mean that about half of the group of educators sampled, expressed their willingness to accommodate learners with special educational needs in their classes. Upon further analysis the data showed that significantly more educators with training in special education than those without training in special education disagreed that they would rather get on with their jobs and not have the additional problems introduced by the inclusion of learners with special educational needs. The message that is communicated could be that educators with training in special education are prepared to assist learners with special education needs that might be placed in their classrooms.

The overwhelming majority of respondents believed that teaching a class in which learners have a variety of needs is significantly more difficult than teaching a class in which the learners are of approximately equal ability. This could mean that apart from their willingness to teach learners with special educational needs, which was expressed earlier on, educators still have doubts about their abilities to teach learners with special educational needs. The data revealed that more English, Afrikaans and Herero speaking educators than educators speaking other languages, were of the opinion that teaching a class in which learners have a variety of needs is significantly more difficult than teaching a class in which the learners are of approximately equal ability. Consistent with results reported earlier, English, Afrikaans and Herero speaking educators might have a better understanding of providing quality education for learners with special educational needs. They thus know that more effort is needed in the preparation of learners

with special educational needs.

5.2.1.7 Views toward those who should be included

The majority of respondents felt that most learners with special educational needs would be better off in special schools and that the teaching of learners with special educational needs should remain a separate specialized field. This finding mirrors findings by Barnartt and Kabzens (1992); Center (1987); Center and Ward (1987); Giangreco, Dennis, Cloninger, Edelman and Schattman (1993); Hudson, Graham and Warner (1979) and Ringlaben and Price (1981), who noted that educators' views towards inclusive placements were in general very negative. The finding is, however, contrary to views expressed by educators earlier. They were very positive about many issues regarding inclusive education. Research elsewhere has shown that although educators might agree theoretically on the idea of inclusive education, they might hold negative views towards its implementation (Bowman, 1986; Pastor and Jimenez, 1994). When analyzed according to teaching level, the data revealed that more primary school educators than educators teaching in combined and secondary schools, expressed the view that learners with special educational needs would be better off in special schools. The message that could be communicated here is that most primary school educators who are not trained in special needs education find it very difficult to teach learners with special educational needs. As reported earlier, most of these learners with special educational needs consequently drop out during the primary phase. Educators in primary schools consequently see special schools as a solution to their problem instead of requesting in-service training in the field of special needs education. Regional data furthermore showed that significantly more educators from Windhoek and Khorixas than educators from other regions agreed that most learners with special educational needs would be better off in special schools. Consistent with earlier results it could mean that educators in these regions are observing that learners with special educational needs are not benefiting from the regular education system and thus might be better of in special schools. It was reported earlier that these

educators might have a better understanding of the needs of learners who have special needs.

The data also revealed that more female than male educators felt that most learners with special educational needs would be better off in special schools. The deduction that could be made is that the majority of educators that are currently educating learners with special educational needs are female. It also became clear earlier that most of them are not trained in the area of special needs education. Owing to their lack of knowledge and skills in the area of special needs education, they might hope that special school provision could be the answer to their problems. The data also revealed that significantly more educators with degrees plus further qualifications and teaching diplomas plus further qualifications than educators with other qualifications agreed that most learners with special educational needs would be better off in special schools. The deduction that could be made is that educators with further qualifications have a better understanding with regard to the education of learners in regular schools at the present. Their observation could be that learners with special educational needs are not benefiting at present and therefore should be placed in special schools.

Another question concerning who should be included inquired about the opinions of educators concerning the type of schooling that learners with six predetermined categories of disabilities should receive. The educators were given five educational options to choose from: a regular classroom, a special class, a special school, a residential facility, and a home or hospital. The majority of respondents suggested one of the following three options for learners with disabilities: a regular classroom, a special class, and a special school. Very few chose a residential facility, a home or a hospital. The educational option which received the most responses was a special school. As the level of disability increased there appeared to be a decline in willingness amongst educators to include either a learner with hearing impairment, visual impairment, intellectual impairment, physical impairment, conduct impairment or learning difficulties into a regular classroom. Educators suggested that learners with mild

disabilities be placed in regular classrooms, learners with severe disabilities be placed in special schools, while learners with moderate disabilities should be placed in special classes.

This finding is supported by Steward (1983), who noted that the educators become less accepting as the type of disability becomes more severe. The finding was furthermore supported by research done by Barnartt and Kabzems (1992) who found that respondents were more willing to integrate learners with physical disabilities than to learners with intellectual disabilities. The deduction that could be made from this is that Namibian educators are willing to accommodate learners with special educational needs into the regular classroom. A further deduction that could be made is that educators however suggested a continuum of service delivery options for learners with special educational needs. These results furthermore suggest that a model should be adopted in Namibia which will gradually introduce the practice of inclusive education.

5.2.1.8 Views towards academic and social development

The majority of educators disagreed that the inclusion of learners with special educational needs lower the quality of education in school. Consistent with the finding in this study, Pearman, Barnhart, Huang and Mellblom (1992) reported that the full-inclusive education model has the potential to provide more effective education for all learners through autonomy at the building level and better coordination among general and special education professionals, leading to a strong general education system.

Regional data furthermore showed that more educators from Keetmanshoop, Ondangwa-East and Ondangwa-West, compared to educators from other regions, disagreed that the inclusion of learners with special educational needs lowers the quality of education in schools. The deduction that could be made is that educators educating in these regions have not been experiencing a lowering

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in the quality of education despite having large numbers of learners with special educational needs in their class. It is also evident that there are hardly any special school in the mentioned regions and as such most learners with special educational needs are being catered for in regular schools.

The data also revealed that more Lozi speaking educators than those from other language groups disagreed that the inclusion of learners with special educational needs lowers the quality of education in the school. Data showed earlier that Lozi speaking educators are involved in teaching learners with special educational needs. This could imply that these educators have not found that the presence of learners with special educational needs in regular schools lowers the quality of education in these schools. Upon further analysis, the data revealed that significantly more educators without training in special education than those with training in special education disagreed that the inclusion of learners with special educational needs lowers the quality of education in their school. The message that is communicated here is that the latter, who have the knowledge and skills on how to work with learners with special educational needs, do not see any reason why the quality should deteriorate in the regular school.

More than two-thirds of the educators expressed the belief that including learners with special educational needs in the regular classroom provides them with opportunities for optimal educational development. This finding is supported by Baker, Wang and Walberg (1995), who noted that learners with disabilities, educated in regular classes, do better academically and socially than comparable learners in non-inclusive settings. The data also revealed that more educators in primary and combined schools felt that including learners with special educational needs in the regular classroom provides them with opportunities for optimal development. The deduction that could be made is that educators in secondary schools might have experienced some successes in educating learners with special educational needs.

Regional data furthermore showed that significantly more educators from Keetmanshoop, Ondangwa-East and Ondangwa-West than from other regions

expressed the view that including learners with special educational needs in the regular classroom provides them with opportunities for optimal educational development. This could imply that educators teaching in schools in Keetmanshoop, Ondangwa-East and Ondangwa-West educational regions have observed that learners with special educational needs can benefit from the system when included in regular classrooms, since they currently have learners with special educational needs in their respective schools.

When analyzed according to mother tongue, data indicated that significantly more Lozi speaking educators than those of the other language groups felt that including learners with special educational needs in the regular classroom provides them with opportunities for optimal educational development. It was reported earlier that the majority of Lozi speaking educators are involved in teaching learners with special educational needs. This could mean that they have some experience in teaching these learners with special educational needs and as such will be able to tell whether these learners can benefit from the learning experience in regular classrooms.

A vast majority of the educators were of the opinion that inclusive schools would make a contribution towards a more tolerant society. Parallelling this finding are findings by Harme-Nietupski, Hendrickson, Nietupski, and Sasso (1993), who found that it was special education professionals' perception that friendships between non-disabled and disabled peers could be achieved in general education settings and that these friendships would benefit learners with disabilities. This finding was furthermore supported by Lord and Hopkins (1986); Piuma (1989); Voeltz (1982) and Sasso (1988), who noted that educating learners with disabilities in classrooms alongside learners without disabilities, would lead to increasing positive peer interactions, post-school adjustment, positive attitudes and perceptions of persons with disabilities, and the enhancement of social status with non-disabled peers.

The majority of the respondents disagreed with the statement that whilst inclusion may be of great social benefit to learners with special educational

needs, they will not benefit academically. In support of this Merina (1994) reported a mother's comparison of her daughter's cognitive-academic and other behaviours in segregated and integrated classrooms. In the segregated special education setting the learner was isolated, listless, and non-responsive. In the integrated setting the learner became an active learner and saw herself as no different from her peers, a typical eight-year-old learner. The deduction that could be made is that learners with special educational needs can benefit both academically and socially when included in the regular classroom. When analyzed according to teaching level, data showed that significantly more primary and secondary educators than educators in combined schools disagreed that whilst inclusion may be of great social benefit to learners with special educational needs, they will not benefit academically. It was reported earlier that educators educating in primary and secondary schools are involved with learners with special educational needs. This could imply that they do have some knowledge of the academic performance of learners with special educational needs in regular schools and will thus be able to tell whether they could benefit from the regular school system.

Regional data showed that more educators from Keetmanshoop disagreed with the statement that whilst inclusion may be of great social benefit to the learners with special educational needs, the learners will not benefit academically. The deducation could be made that educators in schools in the Keetmanshoop educational region have some knowledge about learners with special educational needs who have benefited academically in regular classrooms since they are involved in educating these learners. The results also showed that more Lozi speaking educators than those of other language groups disagreed that whilst inclusion may be of great social benefit to learners with special educational needs, they will not benefit academically. Results earlier showed that the majority of Lozi speaking educators are involved in teaching learners with special educational needs. This could mean that they must have some understanding of the academic performance of the learners with special educational needs in regular classrooms.

The overwhelming majority of educators were of the opinion that mixing with and working alongside learners with special needs contributes to the regular school learner's understanding of life's problems. The assumption that could be made is that both learners with and those without special educational needs would benefit from inclusive education. When analyzed according to teaching level, the data revealed that more educators in primary and combined schools believed that mixing with and working alongside learners with special educational needs contributes to the regular school learner's understanding of life's problems. The assumption could be made that both learners with and those without special educational needs would benefit from inclusive education.

When analysed according to teaching level, the data revealed that more educators in secondary schools believed that mixing with and working alongside learners with special educational needs contributes to the regular school learner's understanding of life's problems. This could imply that educators teaching in secondary schools have experienced that learners without special educational needs can, in fact, also benefit from this exercise. Results also showed that significantly more educators from Windhoek educational region agreed that mixing with and working alongside learners with special educational needs, contribute to the regular school learner's understanding of life's problems. Educators teaching in Windhoek educational region are already working with learners with and without special educational needs and will consequently be able to tell whether learners without special educational needs could benefit or not.

The data also revealed that more younger educators than older educators were of the opinion that mixing with and working alongside learners with special educational needs contribute to the regular school learners' understanding of life's problems. This could mean that younger educators have acquired some skills in special needs education in order to be able to identify whether some learners would benefit or not. The data further revealed that more English speaking educators compared to those of other language groups agreed that mixing with and working alongside learners with special educational needs

contribute to the regular school learner's understanding of life's problems. The deduction that could be made is that English speaking educators have been involved in teaching learners with and without special educational needs and consequently are able to judge whether learners without special educational needs would benefit from inclusive education.

More than half of the educators disagreed that learners with special educational needs have no greater social problems than most other learners. This could imply that learners with special educational needs have greater social problems compared to learners without special educational needs. This finding is contrary to findings reported by York, Van der Cook, MacDonald, Heise-Neff and Caughey, (1992) who found that educators and learners without disabilities perceived positive social competence benefits for learners with disabilities. Regional data seemed to show that more educators from Keetmanshoop compared to those from other regions disagreed that learners with special educational needs have no greater social problems than most other learners.

The data also revealed that significantly more younger educators than older educators disagreed that learners with special educational needs have no greater social problems than most other learners. The deduction could be made that younger educators had some knowledge on the education of learners with special educational needs and could therefore comment on the level of social problems experienced by these learners. When analysed according to qualification, the data revealed that significantly more educators with teaching diplomas, degrees and certificates disagreed compared to educators with higher qualifications that learners with special needs have no greater social problems than most learners. Since most of these educators have not been trained in special needs education, they might experience all sorts of problems, including social problems, when educating learners with special educational needs.

A further question concerning the academic and social development was asked. Educators were asked whether the learners with special educational needs would benefit academically and/or socially when included in the regular

classroom. A major portion of the respondents in this study expressed the belief that learners with special educational needs would benefit socially. The message that is communicated by these results is that educators were positive that learners with special educational needs would benefit socially when included in the regular classroom. With respect to the academic area, the results showed that the majority, although less than the social area, were of the opinion that learners could benefit academically when included in the regular classroom. It seem therefore that Namibian educators believe that learners with special educational needs could benefit academically when included in regular classrooms.

5.3 IMPLICATIONS FOR THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN NAMIBIA

The results discussed above raise many other pertinent issues which are located within national policies, educational institutions and communities.

- There is no doubt that Namibia does not have a definite policy on inclusion and the implementation of inclusive education. There is thus an urgent need to develop and formulate a workable and manageable policy within the Namibian societal level. Such a policy should be based on a human rights perspective and has to operate at all systems levels, including schools and communities. The policy has to engage with the realities of life within local communities and ensure that strategies are in place to move local practice forward. Furthermore, the policy should describe the physical environment, together with educational support facilities for learners with special educational needs. Finally, the policy should reflect the equal value of all in the community and the need for educators and learners to respect each other, regardless of difference.

- Another key issue that came out strongly was the type of inclusive

approach to be followed in Namibia. Matters related to a specific inclusive approach have to be seen in the light of flexibility within the education system level, particularly regarding assessment of learning, education preparation and availability of learning support to learners.

- If inclusive education is imposed upon unwilling educators on an inter-actor level (see theoretical framework, chapter one), this initiative could be derailed at considerable expense to the state. Policy-makers should be cautioned to take cognizance of educators' views and to couple the implementation of inclusive education with a concerted drive to address educators' fears regarding the policy of inclusive education. Educators should thus be involved throughout the process of policy formulation. Regarding other implications on the inter-actor level, it became clear that the majority of Namibian educators are still following an educator-centred approach when educating learners. This approach will not lead to the development of the "whole learner". The learner might develop intellectually, but fails to develop personally, socially and physically. It is thus imperative that educators follow a learner-centred approach when educating learners in order to develop the learner as a whole.

- The findings further showed that the majority of Namibian educators are not trained to educate learners with special educational needs. Educators are the most costly and most powerful resource that can be deployed in any education system. For countries where material resources are relatively scarce, like Namibia, this is particularly the case. There is thus a great need in Namibia to avail funds in order to upgrade educators through in-service and pre-service training.

- It also became evident that the majority of educators are teaching in schools where class sizes are very big and where support personnel in the form of social workers, psychologists and therapists are lacking. More financial resources are needed to build more schools in order to reduce class sizes. Subsequently, there is a need to train more teachers. The

schools could make use of the services of social workers, psychologists and therapists provided by the Ministry of Health and Social Services. There is, therefore, a need for collaboration amongst different ministries in order to alleviate problems that might hamper the development of inclusive education.

- Parents also need to be involved in the education of their children who are marginalized. The reality is, however, that the majority of parents in Namibia themselves often experience marginalization. Like their children, they may live in poverty, or in isolated communities, or be members of ethnic and linguistic minorities. In such situations, the encouragement of parental groups could help to involve more parents in the activities of their children during school and after school.

- The results showed that the majority of schools lack the necessary infrastructure to bring about effective inclusive schools in Namibia. Schools have to be modified in order to be ready to accommodate learners with special educational needs. Ramps, for example, should be built at all schools in order to accommodate those with physical needs more effectively.

- The results have also indicated that many inequalities exist among regions and thus among teachers. These imbalances need to be addressed in terms of resource allocation, educator preparation and support provision in schools.

5.4 CONCLUSION

Within the Namibian context, the concept special educational needs is a complex phenomenon arising from both intrinsic and extrinsic aetiology through the interplay of socio-economic deprivation, which has produced poverty and malnutrition together with inequitable education opportunities. Consequently,

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vast numbers of the Namibian school-going population are faced with educational disadvantages which need to be redressed.

The inclusive education movement is driven by a concern for equality of provision for all learners and a desire to enhance the quality of life of learners with special educational needs and the extent of their full participation in the community. Whilst there is an international move towards inclusive education policies and whilst these policies have been met with success in certain countries, the overall popularity of this movement does not legitimize "copy-cat" implementation of inclusive policies in Namibia. If inclusive education is imposed upon unwilling educators, this initiative could be derailed at considerable expense to the state. Policy-makers should be cautioned to take cognizance of this possibility and to couple the gradual implementation of inclusive education with a concerted drive to address educators' fears regarding the implementation of inclusive education.

Factors within an ecosystemic framework that impede the implementation of inclusive educational policies in Namibia currently, are the country's educational budget that is not allocated in line with an explicit inclusionary policy, inadequately trained educators, the large educator:learner ratio, the unsuitability of the existing curriculum and the grave lack of support services. On the basis of the results of the study, it seems that educators teaching in regular schools do not possess the adequate knowledge and skills necessary to address diversity and teach learners with special educational needs. Many educators are still following an educator-centred approach of teaching. In the inclusive approach it is expected of educators to change from being a transmitter of old knowledge to becoming a mediator/facilitator who encourages learners to construct their own knowledge and become independent learners.

Further, educators reported a lack of necessary facilities, infrastructure and assistive devices. There is also a need for smaller class sizes if inclusive education is to be successful.

In the light of this, it becomes vitally important to educate and support the first-

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order agents of change, the educators, so that they are empowered to bring about the paradigm shift for inclusion to success.

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CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

In view of the importance of educators' views and the lack of research on this phenomenon, within the Namibian context the purpose of this study was to make a contribution to understanding the pivotal role educators' views can play in the implementation and outcome of inclusive education practices. A quantitative non-experimental research design was chosen for this study. A literature review as well as an empirical investigation was accordingly conducted.

- The literature review provided a view of recent international developments regarding the movement towards inclusive education as well as an overview of the education for learners with special needs in Namibia.

- The empirical investigation provided a description of the views of educators regarding inclusive education in Namibia. This was then compared to the picture portrayed in the literature review.

6.2 RESEARCH SUMMARY

Chapter 1 focussed on the **statement of the problem**, theoretical framework and research design and methodology. The focal point of this investigation was to examine the views of educators towards inclusive education and the research

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questions read as follows:

- What is the situation regarding education for learners with specal educational needs internationally and what key roles do educators play in recent developments?
- What is the situation in Namibia regarding education for learners with special needs and what are the practical implications of the possible iplementation of inclusive education in Namibia?
- What are educators' views towards inclusive education in Namibia with regard to, for example, the following issues:
    * Funding
    * Curriculum
    * Teacher education
    * Support services
    * Parent involvement
    * Competence
    * Who should be included
    * Academic and social development

This was followed by a discussion on the objectives, relevant terms used, a theoretical framework, the research design and methodology as well as the limitations of the study. The following issues emerged:

- The study aimed to provide information that may be valuable theoretically and practically.
- An ecosystemic approach provided the framework and perspective in which this research was conducted.
- A quantitative non-experimental research approach was chosen as design.
- Data were collected by means of a literature survey and a questionnaire.

Chapter 2 explored the recent international developments regarding special education. The following issues emerged:

- The current trend towards the education of learners with special educational needs stemmed from a reconstruction of notions of disability, particularly as

such notions relate to conceptions of human rights and social justices.

- Various approaches towards inclusive education are being used by different countries. Examples of these include segregated schools, self-contained separate classes, resource rooms, and full-inclusion in general education classrooms.
- Key aspects considered relevant for realizing an inclusive school include policy matters, funding, curriculum, teacher education, support services, parent involvement and the role of educators.

Chapter 3 focussed on the education of learners with special educational needs in Namibia. The situation regarding special education at the end of the apartheid era was as follows:

- A fragmented educational system, characterized by gross inequalities and inconsistencies, existed.
- Special education services were only apparent amongst white school communities and to a small extent, in coloured schools.
- Educators were inadequately trained.
- There was a lack of resources.

In order to address these imbalances the Namibian government undertook the following:

- Different ethnic adminstrations were merged into one ministry of education.
- Primary and secondary curriculum were revised.
- Both in-service and pre-service programmes were re-organized.
- Financial resources allocated to education were increased

Despite these innovations only 3% of all learners with special educational needs are catered for through an exclusive system. The rest (±20%) either receive no education at all, or are simply sitting in regular classes without being included in the learning act.

Chapter 4 provided a descriptive summary and analysis of the results concerning the views of educators towards inclusive education, their preferred forms of schooling for learners with special education needs, as well as the learning outcomes of inclusive education for learners with special educational needs.

Chapter 5 focused on a discussion of the findings and the possible implications for inclusive education thereof in Namibia.

6.3 LIMITATIONS OF THE STUDY

This study was faced with various limitations which include the following

- Existing curriculum is not suitable for teaching learners with special educational needs.
- Views are a multifaceted concept that keeps changing. Though efforts were made to validate the instrument, there remains a degree to which one cannot be absolutely sure that one has only measured the views one set out to measure. As Stanley and Hopkins (1978:298) observe, "affective measures can be falsified, no matter how constructed". Human subjects usually strive to make a socially desirable impression that is sometimes referred to as the "façade effect". This effect can also be expected when to "fake bad" is to the subject's advantage.
- Another limitation is that this study investigated educators' reported views and not their actual behaviour in real settings. It cannot be assumed that the educators' responses reflect decisions which would in fact be carried out should a policy of inclusion be introduced. However, although inclusion has not been implemented officially in this country, many educators may already have encountered learners with low levels of need in their regular classrooms. This illustrates a variable, which was not controlled in the research. The literature has proved that experience with learners with special educational needs influences educators' views to be more

favourable.

- This study had to be completed within a certain time limit and with very limited funding. These factors curtailed the extent to which the study could otherwise have been stretched.
- As mentioned in chapter one, the scope of the information sought in survey research is usually emphasized at the expense of depth.

6.4 FINDINGS AND CONCLUSION

6.4.1 Findings

6.4.1.1 Situation regarding education for learners with special educational needs internationally

Initially learners with special educational needs were provided for in separate schools, which led to separate parallel school systems for them. In recent years, however, people have started to question such separate systems, not only from a human rights perspective, but also regarding effectiveness. This has led to an increased emphasis on educational needs in regular schools.

The education of learners with special educational needs in regular schools has received varying degrees of commitment by educators in the international arena. In Europe, a fully inclusive approach has been advocated by Italy, Spain, Denmark and Sweden. Other countries, have investigated a more gradualist approach and have opted for a range of services. Both the United Kingdom and the United States of America have legal mandates, which ensure that all learners with special educational needs receive equal educational opportunities in the least restrictive environment. Although this has been interpreted to mean education in the regular classroom, both the United Kingdom and the United States of America retain alternative educational settings for learners who have been identified as having

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special educational needs. Each of these settings is more restrictive in terms of the learners' opportunity to interact with learners without special needs.

6.4.1.2 The role of educators

Prior to the inclusion of learners with special needs into regular classrooms, the role of educators regarding these learners was primarily limited to referring learners for special programmes. This frequently resulted in these learners being totally excluded from regular education programmes.

In the inclusive school, educators will have to become significantly more involved in the education of all learners, including those with special educational needs. In order to effectively provide educational services for all learners, educators have to perform the following essential roles: They have to act as learning mediators, they need to interpret and design learning programmes and materials, they have to act as leaders, administrators and managers, and finally they have to be involved in the community, thus fulfilling a pastoral role. It is very important that educators accept these roles in a positive manner in order to make inclusive education a reality.

6.4.1.3 The Namibian situation regarding inclusive education and possible implications

The Namibian education system is characterized by acute disparities, inequities and tensions. Policies of racial discrimination have left a legacy of differential allocation of resources to different racial groups. Some schools have highly educated educators, extensive equipment and relatively small classes. At the same time, other schools have educators who have limited training and classrooms that are overcrowded and poorly equipped.

Only 3% of all learners with special educational needs are catered for through an exclusive system (separate special schools). The rest (±20%) either receive no education at all, or are simply sitting in regular classes without being included in the learning act. They are in regular schools by default and are not educated as needed.

If inclusive education is to be implemented in Namibian schools as a policy, a number of changes need to be considered. There is a need to increase the number of schools and classrooms to ensure sufficient places for all Namibian learners. Furthermore a need exists to train educators in order to address this new direction. This can be done through either in-service or pre-service training.

6.4.1.4 Educators' views towards inclusive education in Namibia

The findings of this study have provided evidence that Namibian educators indeed held a variety of views towards inclusive education. Educators were of the opinion that **funds** are not allocated in line with an explicit inclusionary policy. Furthermore they have indicated that no **policy** on inclusive education is in place, despite the fact that the Namibian Government has committed itself to education for all and inclusive education.

Also emanating from educators' views towards inclusive education, was the expressed need for effective training in order to be equipped with abilities and strategies that will enable them to support and nurture the learning of learners with special educational needs. Educators were also of the opinion that the necessary **facilities, infrastructure and other resources** (including effective support services and smaller class sizes) be put in place before inclusive education policies are implemented. Finally educators were of the opinion that parents should be involved in the inclusive education process, since they form an integral part of the world of both learners with and without special educational needs.

6.4.2 Conclusion

The educational system in Namibia is characterized by inequities and tension, and educators and learners come from different educational cultural and socio-economic backgrounds. This impacts on the views of educators regarding inclusive education and it is clear that the majority of educators do have specific reservations and needs regarding the implementation of inclusive education. It is therefore imperative that the Namibian government takes cognizance of these views and couple it to the development and implementation of an effective inclusive educational system, in order to so effectively enhance the dynamic relationship that exists between the learners, the school, the educator, the broader education system and the social, political and economic context of which they are all a part.

6.5 RECOMMENDATIONS

The recommendations that follow emanate from the results reported earlier, and must be interpreted within the theoretical framework of this study and address needs on all system levels.

- It is recommended that a **comprehensive, clear and implementable policy** on the education of Namibian learners with special educational needs be formulated, since such a policy is non-existent. The transition to inclusive education is not just a technical or organizational change. It is also a movement in a clear, philosophical direction. Countries such as Namibia have to define a set of inclusive principles and more practical aspects to guide the transition process through those principles.

  International policy documents, such as those cited at the beginning of this research, may be seen as setting the context and providing the basic values for legislation, policy and principles, so as to inform the responsibilities and

expectations to which no national or international organization can remain unresponsive. They provide a baseline against which the entitlement of all children has to be judged, that is whether they stand on the spectrum of diversity or whether the disability is physical, mental, cultural or social. They also provide an additional educational rationale for a consideration of educational provision for those learners who have special educational needs in addition to any humane and economic rationales. They thus provide a justification for an inclusive approach to universal quality education which truly embraces all children.

- It is further recommended that a **clear and workable approach to inclusive education** be adopted in Namibia. Although full inclusion is the desirable long-term option, this could prove to be problematic in the short and medium term, owing to the existing lack of qualified educators and other resources. Progressive inclusion could be an option. In essence this implies that the practice of inclusion has to be introduced where the regular schools and their support services have developed to a point where inclusion is viable. In the short term some learners with special educational needs may be included in these schools that are able to support them, and in the medium to long term, as the quality of the mainstream adjusts, it will be possible to include more learners with special educational needs.

- Limited financial resources are always raised as a major obstacle in the debate on inclusive education. Having looked at the Namibian situation, it became evident that funds are not allocated where they are needed the most. It is thus recommended that funds be allocated in line with an explicit inclusionary policy.

- An analysis of the theory behind inclusive education shows that much of it is concerned with bringing about the required transformation in its major practitioners, the **educators**. The literature suggests various strategies with regard to the school and educator, in order to improve the chances of an

innovation's success. The most important factor which emerged was that educators should be involved from the very beginning of the change process, thus participating in the decision-making from the start of the project. This strategy has been underlined in this study since it demonstrates the purpose for conducting the research. The significance of asking educators for their opinion and input on inclusion of learners with special educational needs before such educational change is implemented, is stressed. This could avoid a top-down approach which educators would be likely to reject.

- With regard to **curriculum issues** it is recommended that the curricula should enable all learners to develop and not only acquire knowledge through formal instruction. The curriculum should be flexible, and there should be a common responsibility for all learners in the classroom. Diversity should be the norm, and learners should be educated in a spirit of acceptance for their individuality. The way forward should be to reform schools in ways that will make educators respond positively to learner diversity, seeing individual differences as something to be nurtured and celebrated. Within such a conceptualization, a consideration of difficulties experienced by learners and educators can provide an agenda for reform and insights as to how this might be accomplished. However, this kind of approach is only possible where there exists a respect for individuality and a culture of collaboration that encourages and supports problem-solving. Such a culture is likely to facilitate the learning of all learners and, with them, the professional learning of all educators. Furthermore, a departure from traditional instructional strategies towards a variety of strategies can utilize diversity in the teaching and learning process to ensure that different needs are met. This includes small group, peer-mediated and cooperative learning and cross-class groupings. Peer-mediated and cooperative learning not only draws on diversity to benefit all, but also to promote learner initiative and social skills.

- It is clear from the findings that **training of educators** in Namibia will need to

change in order to make inclusive education a reality. Educators were of the opinion that they do not possess the adequate knowledge and skills to address diversity and teach learners with special educational needs. Courses for educators training at the University of Namibia and colleges of education have up till now focused on services delivery for regular schools. The special education content in these courses is very limited and in some cases non-existent. It is thus recommended that institutions should provide training courses that will empower educators with knowledge and skills that will enable them to teach learners with and without special educational needs. To do this, it is suggested that at the pre-service level, special needs content be integrated into all teacher education courses at both the University of Namibia and the colleges of education. It is furthermore recommended that educators who are already in service should be provided with in-service training in the form of workshops, seminars, and short courses. An in-service training programme must take account of educators' personal professional needs while providing the necessary skills and knowledge for teaching learners with special educational needs.

- Educators expressed the need for **support services** to help in teaching learners with special educational needs. It is recommended that support be provided in the form of smaller class sizes, support for regular class educators from remedial educators, and the availability of specialists such as psychologists, therapists and social workers in regular schools.

- It is crucial to involve **parents** of learners with special educational needs in creating an inclusive school. Effective parent involvement is only possible if parents are empowered and equipped with the necessary skills. Central to this recommendation are specific suggestions that parents should actively participate in their children's learning by participating in the school governance and supporting the child after school while also participating in educator development programmes.

- It is further recommended that **schools** be modified in order to accommodate learners with a variety of special educational needs. These include changes in the infrastructure, e.g. ramps and assistive devices.

- If **learners'** difficulties could be recognized early in their school careers, appropriate measures could be taken. Consequently, the best possible interventions would be provided at the stage when learners could benefit most from them. This may even eliminate some of the problems entirely. Different teaching-learning strategies would form a preventative measure for all the learners in ordinary classrooms.

- Lastly this study also suggests that investigations should be made on the views of **educators in management positions** towards inclusive education, the views of parents towards inclusive education as well as the views of learners towards the inclusion of learners with special educational needs into regular classrooms. It is furthermore suggested that these investigations should be conducted both quantitatively and qualitatively.

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APPENDIX A

QUESTIONNAIRE

TEACHER QUESTIONNAIRE

Dear Respondent

Thank you for participating in this important research project. The aim of this project is to examine the views of teachers towards inclusive education in Namibia.

Inclusive education can be defined as the process by which all learners, including the learners with special educational needs, are educated together with sufficient support, in age-appropriate, regular education programmes in their neighbourhood schools.

Learners with special educational needs include learners from the lower socio-economic group, those affected by war and environmental degradation and change, learners who are victims of abuse and violence, street children, children being brought up outside of their own families, children in abusive forms of child labour, learners with impairments, girls in situations where their education is seen as less important than that of boys, learners affected by HIV and AIDS or other chronic illness, nomadic learners, learners from oppressed groups and subjected to racism or other forms of discrimination, girls who are pregnant or have young children, learners whose home language is different from the language of instruction, etc.

INSTRUCTIONS

1. All teachers who are requested by the principal should please complete the attached questionnaire as well as the section on biographical information.

2. Complete each question by indicating your response with an x in the appropriate box.
   Should you need any clarification on any matter, don't hesitate to contact me at the telephone numbers on the cover.

3. Please ensure that you respond to <u>all the appropriate questions.</u>

4. Your responses will only be used for research purposes. It will be impossible to identify the respondents involved after the completed questionnaires have been processed.

5. Please answer the questions frankly and please don't discuss the questionnaire with other teachers while completing them. Your individual opinions will be valued.

Thank you for your cooperation!

SECTION A: BIOGRAPHICAL INFORMATION

In this section I would like to know just a little about you so I can see how different people feel about the issues I am examining.

In the following questions, please mark the appropriate box with an x, or write your answer in the space provided, as requested.

1. In what type of school are you currently teaching?

Primary	1
Combined	2
Secondary	3

2. In which educational region is your school situated?

Windhoek	1
Keetmanshoop	2
Khorixas	3
Ondangwa-East	4
Ondangwa-West	5

3. Indicate whether you are:

Male	1
Female	2

4. Which one of the following age categories applies to you?

20 – 25	1
26 – 29	2
30 – 34	3
35 – 39	4
40 – 49	5
50 – 59	6
60 or more	7

5. **What is your mother tongue? (Please mark only one language).**

English	1
Afrikaans	2
Khoekoegowab	3
Herero	4
Oshindonga	5
Oshikwanyama	6
Other (Please specify)	7

6. **Please indicate your highest level of teaching qualifications achieved: (Please mark only one qualification)**

Degree, teaching diploma, + additional postgraduate qualifications	1
Degree plus teaching diploma	2
Teaching degree plus postgraduate qualification	3
Teaching degree	4
Teaching diploma plus further qualifications	5
Teaching diploma	6
Certificate	7
Other (Please specify)	8

7. **How many years' teaching experience do you have (completed years)?**

Less than 1 year	1
1 – 5 years	2
6 – 10 years	3
11 – 15 years	4
16 – 20 years	5
21 – 25 years	6
26 – 35 years	7
36 – 40 years	8
More than 40 years	9

8. **Which of the undermentioned post descriptions applies to your position in the school?**

Principal	1
Deputy Principal	2
Head of Department	3
Subject Head	4
Teacher	5
Other (Please specify)	6

9. **What is the average number of learners in the classes you teach? (Please mark only one category).**

Less than 20	1
20 – 25	2
26 – 30	3
31 – 35	4
36 – 40	5
41 - 45	6
46 – 50	7
More than 50	8

10. **Do you have any training in teaching learners with special educational needs?**

Yes	1
No	2

11. **If your answer to question 10 is "Yes" what type of training have you received?**

Type of training received

_____

_____

_____

SECTION B: VIEWS TOWARDS INCLUSIVE EDUCATION

Please indicate your extent of agreement or disagreement with EACH of the statements below by marking the box that best matches your view.

VIEW	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
FUNDING					
1. The way resources are currently allocated obstructs inclusive education.	1	2	3	4	5
2. Special school provision is more costly than provision in inclusive settings.	1	2	3	4	5
3. It is feasible to teach learners who are gifted, normal and mentally challenged in the same class.	1	2	3	4	5
CURRICULUM					
4. Educational curricula need to be changed to give all learners a chance to succeed	1	2	3	4	5
5. Most teachers will welcome a new curriculum that will meet the needs of all learners (i.e. learners with and without special educational needs).	1	2	3	4	5
6. Curricular content should enable learners to develop and not only acquire knowledge through formal instruction	1	2	3	4	5
7. Inclusion of learners with special educational needs into the regular classroom life can only be achieved through changes in the curriculum	1	2	3	4	5
8. Teaching techniques, rather than subject matter, cause learners to perform poorly at school.	1	2	3	4	5
9. If learners with special educational needs are included, teachers could adapt regular teaching materials to make them suitable for these learners.	1	2	3	4	5

VIEW	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
10. Learners with special educational needs would need to be separated for most learning activities in the inclusive class.	1	2	3	4	5
11. Teaching learners with special educational needs as well as learners without special educational needs in the same class need not affect the teaching methods used by the teacher.	1	2	3	4	5
12. It is actually better for the learner with special needs if their teacher treats them as being different.	1	2	3	4	5
TEACHER EDUCATION					
13. In order for inclusion to succeed teachers must receive in-service training in educating the learners with special educational needs	1	2	3	4	5
14. All teachers should be trained to teach learners with various special educational needs.	1	2	3	4	5
15. Pre-service teacher training adequately equips teachers to deal with diverse educational needs in the classroom.	1	2	3	4	5
SUPPORT SERVICES					
16. Learners with special educational needs will receive the special attention that they need only if they are placed in classes of about 15 learners or less	1	2	3	4	5
17. Co-teaching with a remedial teacher will improve the quality of inclusive teaching	1	2	3	4	5
18. Computers could be a useful teaching aid in making successful regular classes, which include learners with special educational needs.	1	2	3	4	5
19. The backup help from specialist teachers is an essential factor for successful inclusion.	1	2	3	4	5

VIEW	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
20. I feel that the learner with special needs, needs more protection than other learners from problems arising in a large primary school.	1	2	3	4	5
PARENTS					
21. Inclusive education should go ahead even if parents are against such a movement.	1	2	3	4	5
22. I would like my own child to mix with and have friends with special educational needs in school.	1	2	3	4	5
COMPETENCE					
23. Teaching learners with special educational needs is too difficult for the regular teacher to deal with.	1	2	3	4	5
24. Teachers do not need specialized training to meet the educational needs of learners with special educational needs.	1	2	3	4	5
25. I will be able to teach learners with special educational needs as well as learners without special educational needs.	1	2	3	4	5
26. The practice of including learners with special educational needs in the regular classroom, places too much pressure on teachers.	1	2	3	4	5
27. I enjoy the challenge of teaching learners with diverse needs	1	2	3	4	5
28. I would rather get on with my job and not have the additional problems introduced by the inclusion of learners with special needs.	1	2	3	4	5
29. Teaching a class in which learners have a variety of needs is significantly more difficult than teaching a class in which the learners are of approximately equal ability.	1	2	3	4	5

VIEW	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
WHO SHOULD BE INCLUDED					
30. Most learners with special educational needs would be better off in special schools.	1	2	3	4	5
31. Teaching learners with special educational needs should remain a separate specialized field of education.	1	2	3	4	5
32. I feel that the learner with special needs in primary school is not ready for social inclusion.	1	2	3	4	5
33. I feel that the learner with special needs in primary school is not ready for academic inclusion.	1	2	3	4	5
ACADEMIC/SOCIAL DEVELOPMENT					
34. The inclusion of learners with special needs lowers the quality of education in the school	1	2	3	4	5
35. Including learners with special needs in the regular classroom provides them with opportunities for optimal educational development.	1	2	3	4	5
36. Inclusive schools will make a contribution towards a more tolerant society.	1	2	3	4	5
37. Whilst inclusion may be of great social benefit to the learners with special needs, they will not benefit academically.	1	2	3	4	5
38. Mixing with and working alongside learners with special needs contributes to the regular school learner's understanding of life's problems	1	2	3	4	5
39. Learners with special needs have no greater social problems than most other learners.	1	2	3	4	5

SECTION C: NATURE AND SEVERITY OF DISABILITY

"An impairment is any loss or abnormality of psychological, physiological or anatomical structure or function. A disability is any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being".

Hearing impairment: The category of learners with hearing impairment manifests on a continuum from hard of hearing with the ability to cope in a hearing world, to more severe forms of deafness where sign language is indicated.

Visual impairment: The category of learners with visual impairment manifests on a continuum from low vision with the ability to cope with special aids to read, to the inability to use vision for reading and therefore the use of Braille is indicated.

Intellectual impairment: The category of learners with intellectual impairment manifests on a continuum from mild to severe limited intellectual abilities, as well as different levels of support needed to cope in the environment, ranging from intermittent to pervasive support.

Physical impairment: The category of learners with physical impairments manifests on a continuum from intermittent physical conditions to severely disabling conditions requiring pervasive support and might include defects in the cardiovascular, endocrine, nervous, skeletal, respiratory, digestive, excretionary and immune systems.

Conduct impairment (emotional and behavioural difficulties): The category of learners with conduct impairments manifests on a continuum from disturbed expression of temper and behaviour to uncontrolled aggression and rebellion. This causes them to clash with parental and school authority, the law and norms and values of the community.

Learning difficulties: Learners with learning difficulties have average to above average intelligence, but show significant discrepancies between their areas of difficulties and competencies. These learners typically may have difficulty in areas of understanding and remembering or producing spoken or written language, copying and/or organising tasks, understanding time, planning tasks through time, and poor social skills.

Below are listed five different educational options for learners with disabilities. For each of three levels (severe, moderate, mild) of the various disabilities below, please indicate the learning environment that best addresses the educational needs of these learners (Tick only one box in each row).

DISABILITY		Regular Classroom	Special Class	Special School	Residential Facility	Home or Hospital
a) Hearing impairment:	Severe					
	Moderate					
	Mild					
b) Visual impairment:	Severe					
	Moderate					
	Mild					
c) Intellectual impairment:	Severe					
	Moderate					
	Mild					
d) Physical impairment:	Severe					
	Moderate					
	Mild					
e) Conduct impairment :	Severe					
	Moderate					
	Mild					
f) Learning difficulties:	Severe					
	Moderate					
	Mild					

Would learners with special educational needs benefit academically and/or socially when included in regular classrooms?

Please indicate your answer by making a tick (✓) in the appropriate boxes below.

IMPRESSION	YES	NO	UNSURE
Socially	1	2	3
Academically	1	2	3

Socially: Give reasons for your answer:

_____

_____

_____

_____

Academically: Give reasons for your answer

_____

_____

_____

_____

SECTION E: ADDITIONAL COMMENTS

Give additional comments/opinions on teaching/educating learners with special educational needs in the regular classroom and school. Also indicate the main advantages and/or disadvantages of teaching learners with special educational needs in the regular classroom.

_____

_____

_____

_____

APPENDIX B

REQUEST FOR PERMISSION

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION

THE PERMANENT SECRETARY
MINISTRY OF BASIC EDUCATION, SPORTS
AND CULTURE (MBECS)
....MS....LOINI...KATOMA...

Dear Sir / Madam,

SUBJECT: REQUEST FOR PERMISSION TO VISIT SCHOOLS IN FIVE EDUCATIONAL REGIONS

I am a lecturer at the University of Namibia in the field of Educational Psychology and Special Education wish to undertake research in schools in Windhoek, Keetmanshoop, Khorixas, Ondangwa-East and Ondangwa-West Educational Regions. The envisaged visits to schools is from beginning of March 2001 to July 2001. My main focus of the study is to document the views of teachers towards inclusive education in Namibia. The research is purely for academic purposes.

It is expected that the study will provide information that may be valuable theoretically and practically. Theoretically, it is expected that the study will show that in society where there are inclusive schools, learners will have more opportunities to learn, will make greater progress in academic skills, that the stigma associated with segregated educational environments will be avoided and, that there will be an increased acceptance and appreciation of diversity, improved communication and social skills, increased moral and ethical development, the creation of friendships and increased self-esteem amongst learners.

Practically, the study may reveal some helpful information for policy formulation by investigating the questions to which the study addresses itself. It may show whether it is practically possible to include learners with special educational needs into regular schools, whether teachers are competent enough to take up the responsibility or whether

additional changes are needed in the current education system in order for inclusion to be successful. Answers to these and other questions may give us some valuable information for policy formulation.

The collection of data will be done through the administration of a questionnaire that will last about 20 minutes. I will personally administer the questionnaires in order to clarify issues that might arise. The study is focused on teachers only.

I would be very grateful if favourable consideration is made at your earliest possible convenience.

Sincerely yours,

AD MöWES
LECTURER: FACULTY OF EDUCATION

FAX: (061) 206 3980